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AGENDA OF THE OPERATIONS AND FINANCE COMMITTEE

JANUARY 11, 1994-

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GOVERNMENT DOCUMENTS

AGENDA

OPERATIONS AND FINANCE COMMITTEE

1994 01 11

Confirmation of the minutes of the regular meetings of 1993 11 09 and 1993 12 07

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Verbal Report from the Officials regarding Restructuring Fund

NEW BUSINESS:

1. Status Report - Integrated Information System - **Pages 1 to 6**
2. Report of the Special Education Advisory Committee - **Page 7**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - **Pages 8 and 9**

1994 01 11

TO: **Chairman and Members**
Operations and Finance Committee
FROM: **P. Gillie , Superintendent - Administrative Services**
RE: **Integrated Information Systems - Strategic Plan**
REPORT: **Status Report for Information**

ISSUE :

To report on the status of the Integrated Information System Project, as reviewed by the Superintendent - Administrative Services, since September 30, 1993.

BACKGROUND :

1. The Strategic Plan 1992 - 1996 for Integrated Information Systems, prepared by the IIS Steering Committee was presented in December 1991 to the Board and received full approval.

   From page 12 of the Report , the **purpose of the IIS Project** is to ***" develop, implement and maintain shared board-wide systems that provide accurate, timely and reliable information to meet the needs of all clients. "***

2. Project Management by the IIS Project Team has proceeded on a broken front, under varied leadership, with the support of Computer Services, through a time period for the Board of significant staff change , labor strife, and Budget Reduction. Consequently, the project is about 12 to 16 months behind schedule from the approved Strategic Plan.

3. The establishment at September 30, 1993 of a Superintendency for Administrative Services included:

   a) the review, development and implementation of processes and procedures for the operation of administrative services across all levels of the organization

   b) recognizing the role of current and new technologies

   c) leadership for the Integrated Information Systems Project

   d) working in conjunction with the Superintendent of Human Resources to insure plans for training and retraining of staff in the field of information technologies

4. The IIS Project Team, (which has met on a regular basis since the approval of the Strategic Plan) , has met four times since the end of September. The Superintendent - Administrative Services is chairing the Team Meetings. The Manager of Computer and Technical Services is the Project Leader. While proceeding with already scheduled business the Team has also spent some time on looking back in order to be able to move forward. At this time the Team believes that staff training, staff understanding and staff priorities must be aggressively targeted in order to achieve success in meeting the goals of the strategic plan. These requirements are detailed in the approved Strategic Plan. (Appendix Two)

5. Appendix One outlines a status summary of the IIS Strategic Plan. It is a simplified composite of those sections of the Strategic Plan that detail tasks and times.

FINANCIAL IMPLICATIONS :

1993 I I S STRATEGIC PLAN BUDGET

The following chart is intended to give an overview of the Budget.

ITEM	%	BUDGET	EXPENDITURE	BALANCE	COMMENT
Salaries and Wages	40	531,327	512,488	18,839	includes temporary assistance, travel, replacement cost for school staff training, contract work and consulting fees
Personnel Training	3	15,000	2634	12,366	
Supplies and Software	6	80,000	68,000	20,000	software for P.C. 's
Capital	21	280,000	77,600	202,400	small furniture for school equipment, wiring and renovations
Rentals	30	407,000	258,901	148,099	mainframe upgrade, P.C.'s and Printers
TOTALS	**100**	**$ 1,313,327**	**$ 919,623**	**$ 393,704**	

Comments for 1993 Budget :

1. The major expenditure has been temporary assistance to support training of limited staff and contract programmers to develop and write new applications for the Employee Information System Data Base .
2. Renovations for the training lab did not proceed. Monies were applied to wiring that resulted in renovation work due to the existence of asbestos .
3. The I I S Project Team advises that consideration be given to establishing a reserve fund with the surplus.

Comments for 1994 Budget :

The I I S Project team believes the following must be 1994 Budget Priorities:

- use of temporary assistance to complete the Application Development for the E.I.S. and Payroll
- comprehensive training in information management, processing and technologies
- Phase Two of Financial Information Systems (including use of Transition Assistance Funding)
- Daily Systems Operational Maintenance must keep up to the daily demand by users
- equipment acquisition should focus on filling in gaps before major additional acquisitions

STATUS OF STRATEGIC PLAN :

1. The prime purpose of the Strategic Plan is still viable.
2. Circumstances have slowed the implementation process in application upgrading and development; equipment acquisition; and staff development and training.
3. During the 1994 Year the current tasks as identified in Appendix One should be the focus. New tasks should only be included if other tasks are held in abeyance.
4. The I I S Strategic Plan should now be reviewed against the restructured organization in terms of daily operation processes and interdepartmental processes. The integration of technologies must become part of the plan.
5. Upgrading of all staff skills in information management needs to be completed before adding new technologies.
6. The EIS Applications are becoming part of the Human Resource Operation.
7. The FIS will now move into application modelling, design and testing along with a request for proposal.

CONCLUSIONS :

- In spite of setbacks the plan has proceeded through the work of the I I S Project Team.
- Major foundation work has been completed in the Employee Information System which is critical to a significant number of financial applications.
- All sections of the Board desire the benefits of an integrated information system. However the work and process changes required for implementation have been handled as peripheral work instead of part of daily work.
- Changes in the telecommunication and computer industry in the last year and a half, including government goals, as well as changes in our own organization suggest that now is an appropriate time to review the Strategic Plan in terms of new technologies and current organizational changes
- Consolidation through consultation and communication through out 1994 will reposition the Strategic Plan well beyond 1996.

RECOMMENDATIONS AND RATIONALE :

RECOMMENDATION	RATIONALE
1. The status report be approved	• The Report re-establishes the goals of the I I S Strategic Plan as approved in 1991 and provides a basis for reviewing the Plan within the current organizational context.
2. A reserve be established in the amount of $300,000 towards the implementation of the Financial Information System	• The I I S Project Team advises such a reserve. • Upon review of the Project as indicated in the report a reserve could assist in restoring the schedule target for completion.
3. The 1994 Goals as outlined in Appendix One continue to be reviewed , subject to the 1994 Budget.	• The Board, Senior Management and the Project Team require more time to review all the goals of the System before finalizing the IIS Goals.
4. Comprehensive Staff Development be a major focus for 1994, subject to the 1994 Budget.	• Training has been limited to the mechanics of using the computer and basic software. Without an organizational shift in information sharing, processing and management this training will not bring about the expected benefits. • It must be understood that integrated operations are essential to informed decision making at all levels and that accessible information raises accountabilities and expectations for everyone

Report Prepared by : P. Gillie, Superintendent - Administrative Services
Approved by: Senior Management

STATUS SUMMARY OF IIS STRATEGIC PLAN

REFERENCE: IIS Strategic Plan 1992 - 1996 ; Pages 13,14, 33, 34, 35, 36

NOTES : 1.) a computerized information system has been part of the Board Operation since 1967
2.) the demand for information has outpaced the existing automated and computerized system
3.) the System in place matched the internal compartmentalized Board structure and operation ; as a result data is also compartmentalized
4.) upgrading existing data bases to relational structures and developing new applications is key to functional integrated information systems

KEY SYSTEMS	KEY TASKS AND TIMES		STATUS	GOAL FOR 1994
Reference : P. 13	UPGRADE TO BE DONE BY Reference : P.	NEW APPLICATION TO BE DEVELOPED BY 34, 35,36	Reference : P. 33	Subject to Revision
F I S				
PHASE 0NE				
· Payroll	93	94/95	current priority testing screens and systems	run first pay by open of 2nd quarter develop transaction systems to support Payroll
PHASE TWO				
· Reporting and Budgeting				
Budget, Purchasing, Accounts Payable, General Ledger, Assessment, Work Orders, Energy, Warehousing,	93 and 94		only short term capabilities, schools have Budget online, no direct entry	• Request for Proposal to go a.s.a.p. • address in short term paper process • complete development of one foundation application to the prototype stage in order to pilot by end of 94
Grants Subsidies, Property and Insurance		93 and 94	not started	as above
Transportation,		93 and 94	- basic support through SIS - tri-board sharing talks	merge S.I.S. with mapping system for routing and scheduling
PHASE THREE				
· Analysis and Control				
Forecasting		94/95	to be determined	include in Request for Proposal
Program Costing and Monitoring		94/95	to be determined	include in Request for Proposal
Audit		94/95	to be determined	include in Request for Proposal
E I S				
PHASE ONE				
Staffing/Position Control	92		in pilot use	bring to full use
Leaves/Absence Management	92		- in operation - being refined with use	monitor and refine
Time and Attendance Monitoring		92		
Wage and Salary Administration	92		in use	updating from Ministry of Education Files
Benefits Administration		92	W.C. B. testing	pilot and bring to full use

KEY SYSTEMS	UPGRADE	NEW APPLICATION	STATUS	GOAL FOR 1994
E I S cont.				
PHASE TWO				
Job Evaluation/Clarification	93		ready for use	Human Resources Department will need to review application priorities within restructured organization and current Human Resource needs
Employee Records	93		ready for use	
Collective Bargaining/ Contract Maintenance	93		to be determined	
Skills/ Qualifications Inventory	93		to be determined	
Employment Application Management		93	to be determined	
Applicant Tracking/ Employment Equity		93	to be determined	
Supply Staff Dispatching		93	acquisition in progress	target implementation Fall 94
Staff Training and Development Monitoring		93	to be determined	priority review
Performance Management		93	to be determined	priority review
S I S				
PHASE ONE				
Download to Microcomputer	92		available and in use	all to be reviewed within role of Research within the mandate of Administrative Services
School Timetabling	92		in use	
Curriculum Resources Scheduling		92	not done, resources need to be catalogued	
Single Student Scheduling		92	in use in Guidance Offices	
PHASE TWO				
Coop Tracking	94		preliminary work done	
Special Services	94		to be determined	
Examiniation Scheduling		94	to be determined	
CLIENT DEPARTMENTS				
Staff development and training	ongoing	ongoing	low priority support	needs to be major goal to enable effective across the System Implementation
Process Streamlining and cross department teams	ongoing	ongoing	low priority support	
COMPUTER SERVICES				
Daily operational maintenance	ongoing	ongoing	hard to meet demand	review and reprioritize
Development of new Systems	ongoing	ongoing	close to schedule	complete E.I.S. by Fall
Implementation Planning	ongoing	ongoing	broken front	review and renew System Goal
NEW ISSUES				
Social Contract Reports			requires full time support	continue to support over life of Social Contract
Student Attendance			not effectively used	review philosophy to improve uses
Transition Years Course Tracking			S.I.S. Coordinator doing	must continue work
Student Records			S.I.S. Coordinator doing	must continue work
Integration of telephone and computer technology			need is recognized	Administrative Services mandate
School Profiles for Accommodation			data modelling done	prototyping is next step when priority decided
Restructuring Processes			ongoing	change business process with training

APPENDIX TWO
Excerpt from Strategic Plan P. 37

Requirements For Success

Four key requirements must be met if the Board's investment in IIS is to be successful:

1. **Resources** - the project needs the resources identified in this strategy in the time periods identified if we are going to meet our implementation targets.

2. **Commitment** - the project requires the commitment of stakeholders at three levels in the organization to be successful.

   - Trustees/Senior Management - to define their key information needs, help solve managerial issues and ensure that adequate resources are available

   - Middle Manager/Principals - to ensure staff are made available for project teams, receive training and use the systems effectively.

   - Front-line Staff/Bargaining Units - staff are willing to learn new skills, change procedures and roles and, with the Board's assistance, deal directly, equitably and compassionately with employment concerns.

3. **Traditions** - there are three issues relating to traditions which the organization must address during the implementation:

   - teamwork between the business staff, academic staff and trustees to solve implementation issues and realize the potential benefits of the IIS

   - willingness to share traditionally proprietary information across departments

   - active support of the thrust to client-managed systems and acceptance by both clients and Computer Services of their new roles.

4. **Skills Development** - two important skill issues are:

   - project expertise - client project managers must receive the training and support they need to do their jobs. Systems professionals must receive both the technical and people-skills training they need to fulfill their dual roles as technical leaders and consultants/coaches to clients.

   - training - Everyone in the Board must appreciate the value and the cost of proper initial training and ongoing, in-service training to make IIS effective and reliable.

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Dr. Adamson (Chairman); Trustees Bishop, Mulholland and Allen; Mesdames Bramberger, Elliott, Kadar and Oommen; Messrs. Shields and Verticchio.

Also Present: E. Collins (Hamilton Principals' Association)

Officials Present: E. Bond, Superintendent of Program
J. Tomlinson, Co-ordinator of Special Education

The Committee recommends:

GENERAL

1. That the 1993 Annual Transportation Report be received for information.

Respectfully submitted

DR. I. ADAMSON
Chairman

Lower Auditorium
1993 12 15

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1994 01 11

To the Chairman and Members,
Operations & Finance Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

(i) Bennetto, Grades 6-8, History, Midland, 1994 06 03 (Friday)

(ii) Bennetto, Grades 6-8, History, Ottawa, 1994 06 08-10 (Wednesday to Friday)

(iii) Hampton Heights, Grades 6-8, Camp Olympia, 1994 06 15-17 (Wednesday to Friday)

(iv) Memorial, Grades 6-8, Downhill Skiing, Horseshoe Valley, Barrie, 1994 02 16 (Wednesday)

(v) Memorial, Grades 6-8, Cross Country Skiing, Horseshoe Valley, Barrie, 1994 02 16 (Wednesday)

(vi) Ryerson, Grades 6-8, Mount St. Louis/Moonstone, 1994 01 26 (Wednesday)

(vii) Viscount Montgomery, Grades 6-8, Mount St. Louis/Moonstone, 1994 01 27 (Thursday)

(viii) Viscount Montgomery, Grade 8, Kilcoo Camp, Minden, 1994 05 24-28 (Tuesday to Saturday)

(ix) Westview, Grade 7, Outdoor Education, Laurentian Lodge, 1994 06 07-10 (Tuesday to Friday)

(x) Barton, Grades 10-OAC, Southern Ontario Nordic Ski Championship, Duntroon, 1994 01 22-23 (Saturday to Sunday)

(xi) Barton, Grades 9-OAC, Cross Country Ski Meet, Orangeville, 1994 02 05 (Saturday)

(xii) Barton, Grades 9-OAC, Nordic Ski Meet, Midland, 1994 02 06 (Sunday)

(xiii) Delta, Grades 9-OAC, Blue Mountain, Collingwood, 1994 01 28 (Friday)

(xiv) Sherwood, Senior Level, Blue Mountain, Collingwood, 1994 01 28 (Friday)

(xv) Sir Winston Churchill, Grades 9-12, Kissing Bridge, U.S.A., 1994 01 27 (Thursday)

(xvi) Westdale, Grades 9-OAC, Music Festival, Philadelphia, P.A., 1994 04 29-05 02 (Friday to Monday)

Respectfully submitted,

D. W. Goodridge
Director of Education
and Secretary

cv

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GOVERNMENT DOCUMENTS

AGENDA
OPERATIONS AND FINANCE COMMITTEE
1994 02 08

Confirmation of the minutes of the regular meeting of 1994 01 11 and special meeting of 1993 12 13.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Response from the Officials to Mother Goose Co–operative PreSchool Inc. Presentation **– Pages 1 to 7**

2. Report re Financing Models for Building Upgrades and Repairs **– Pages 8 to 10**
See separate attached pamphlet

3. Verbal Report regarding notices to direct the public to report to the main office in Schools and Photo ID [referred at Board – 1993 12 16]

4. Update on Viability of Accommodation Reports **– Pages 11 to 13**

NEW BUSINESS:

1. Budget Meeting Dates **– Page 14**

2. Burglary, Theft and Vandalism Report **– Pages 15 and 16**

3. Membership Fees: **– Pages 17 to 19**

–Canadian Education Association	= $ 4,046.52
–Association francaise des Conseils scolaires de l'Ontario	= $ 2,327.25
–Ontario Education Research Council	= $ 725.00
–Ontario Public School Boards' Association	= $84,822.11

4. Request from the City of Hamilton for approval to install a multi–use court on R. A. Riddell School property. **– Pages 19A and 19B**

5. Request for a Report on Surplus by Budget Line – Trustee Mulholland

6. School Closures including the Education Centre – requested by Trustee Orban

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education **– Page 20**

2. Request from Firestone Regional Chest and Allergy Unit for School Survey on International Study of Asthma and Allergies in Childhood **– Pages 21 to 25**

To: The Chairman and Members
Operations and Finance Committee
1994-02-08

From: P. Shewfelt
Superintendent of Finance and Treasurer
D. Sage
Manager of Special Projects, Audit and Assessment

Re: Response to Mother Goose Co-Operative Pre-School Inc. Presentation

Report: For Information

Background:

On June 9, 1992 Mother Goose Co-operative Pre-School Incorporated made a presentation to Board expressing concerns over proposed rental rate increases for child care centres. The report, contained in Appendix A, concluded with a request to closely examine the proposed rates and give consideration to the comments contained in their submission. The main concern was that the financial burden resulting from the increase in rates would place the existence of their program in jeopardy.

Issue:

Officials response to the June 9, 1992 presentation by Mother Goose Co-operative Pre-school regarding rental rate increases for day care centres.

Recommendation:

That the report be received for information.

Rationale:

The development of the rental rates for child care centres was based on the following criteria:

- develop a five-year plan that will produce rental rates on a cost recoverable basis, to be implemented on a graduated scale in order to allow groups an opportunity to adjust and that the rates be reviewed annually until the 5 year program reaches the approved rental rate

- that the application of a costing model be applied equitably and consistently

- that each facility tenant be provided an opportunity to participate in curriculum link ups and that up to a 50% cost reduction be extended as determined by the Child Care Committee

- that each Child Care Centre select one of the three options to reflect the level of service required to be effective September 1, 1994

To ensure consistency, the child care rental rate costing model adopted a standardized methodology. The model, as applied to the Mother Goose Co-operative Pre-school Inc., considered the uniqueness of this program by:

- recognizing that the program operates over a 33 week period

- recognizing that it is not operated by the Umbrella Family and Child Care Centres of Hamilton

- recognizing that no Program department administrative costs would be applicable

As outlined in their presentation, the Mother Goose Co-operative operates almost independently within Allenby School. Therefore, should they decide that minimal Board cleaning services are required, Option 3 may best accommodate this need. This option provides for summer cleaning and ensures that rented facilities are annually maintained at a minimum Board standard. If selected, the financial impact is estimated as follows:

Year	*1994 - 95*	*1995 - 96 **	*1996 - 97 **	*1997 - 98 **	*1998 - 99 **
Option 3	$821	$1642	$2463	$3284	$4104
Current Rent	$462	$462	$462	$462	$462
Annual Increase	$359	$1180	$2001	$2822	$3642
Increase/Week	$11	$38	$61	$86	$110

**Note: as per policy, rates are to reviewed and adjusted annually. For presentation purposes, the chart has been expressed assuming no increase in Board operating costs over the 5 year phase-in period.*

The adopted child care rental rate policy captures the spirit of the concerns expressed by the Mother Goose Co-operative, while moving rental rates to a cost recoverable basis. The five year phase-in approach provides a method of minimizing rate increases as well as an opportunity for tenants to adjust to identified future rate increases. It is hoped that as a result of the new rental rate schedule, the Mother Goose program would continue to be a viable co-operative to service children in the Allenby area together with those from the west end of Hamilton. Officials will begin the process of working, with all child care centres, towards the selection of the most suitable option available within the approved rental rate policy.

Mother Goose Co-operative Pre-school Inc.
c/o 159 Chedoke Avenue
Hamilton, Ontario
L8P 4P2

June 2, 1992

DELIVERED

To Ms. Nancy Hill, Chairman, and Members
Operations Management Committee
Hamilton, Ontario

Re: Rental Rates of School Facilities and
Mother Goose Co-operative Pre-school Inc.

Dear Sirs and Mesdames,

As an operator of a "Child Care Centre" which uses school facilities, Mother Goose Co-operative Pre-school Inc. would be directly and significantly affected by the proposal submitted by the Superintendent of Finance and Treasurer to increase rental rates. We are grateful for this opportunity to express our concerns should the proposal be adopted by your Committee.

Introduction

Mother Goose began operation 28 years ago in a Hamilton church. We moved to Earl Kitchener School and then to Westdale Secondary School where we remained for ten years. Since 1989, we have been operating out of Allenby Public School. In our long association, Mother Goose has enjoyed a very good relationship with the Hamilton Board of Education; we have been most grateful for the Board's cooperation and its efforts to keep our rent at an affordable rate.

We are licensed through the Ministry of Community and Social Services and conduct two morning sessions, four mornings a week. Each session can accommodate 16 children. One teacher per group plans and implements the varied curriculum which concentrates on social skills, group play, development of fine and gross motor skills and introduction to school structure. Two parents per group assist the teacher with the daily activities and accompany the children who are transported to and from school by a van provided by Mother Goose.

Mother Goose is committed to providing a stimulating and nurturing environment to pre-schoolers between the ages of two and one-half and four. Our goal is to service the children in the Allenby area together with those from the west end of Hamilton. We

offer reduced rates to those families unable to pay full tuition.

The school is administered by a volunteer executive drawn from the general membership of the parents. We operate on a very modest budget (attached) and are funded through tuition fees and several major fund-raising campaigns organized throughout our school year.

Applicability of the Proposed Rent Increase

As you will see from our annual budget, we cannot begin to meet our current expenses from tuition fees and Ministry grants; we must fund-raise throughout the year. The proposed increase in our rent would be more than a burden; it would jeopardize our very existence.

In our three years at Allenby, we have enjoyed the use of two regular classrooms. Due to the demand for classroom space, in the fall of 1992 we shall move to the basement of the school. Our square footage will be reduced and we will lose the use of lockers and a classroom sink. We have plans to paint and renovate these new rooms, at a cost to us of $2,500.00. These permanent improvements must be undertaken in order for us to meet our licensing requirements. They also reflect our commitment to Allenby School.

Mother Goose has always provided its own supplies - from hand soap, kleenex and paper towels to our toys, craft materials and play equipment. Our parents clean and tidy the classrooms daily and, once a month, spend an evening cleaning. We have never requested caretaking service and have brooms and mops available as needed. Our parents repair any broken equipment, which is bought and paid for by us. If we use the school outside school hours, we pay the caretaking costs.

We do not have access to any outside playground however, in winter, we pay our share of the snow removal costs. We provide our own telephone and photocopying.

As you can see, we function independently of the Board and, to a great extent, very differently from the other Child Care Centres encompassed by the proposal. While we appreciate the Board's need to find additional sources of revenue, the proposed increase in rent seems disproportionate considering the actual costs of our operation. Also, we have no lease but are month-to-month tenants only. Should we be asked for a significant increase in rent, we would have to ask for a proper lease agreement with lengthy notice provisions that would allow us some measure of stability and permanence.

Methodology to Determine Rent Increase

We understand from the proposal that the rent increase is

intended to recover expenses attributable to the operation of all Child Care Centres from Board-owned property. Those costs are broken down into fixed and variable costs which, in the case of the Child Care Centres, is then converted into an amount per square foot of rental space. The fixed costs include heat, light, power, supplies and repairs and the variable costs relate to caretaking and administration or overhead charges.

Fixed Costs

The proposal does not elaborate on what is included under the heading of "supplies and repairs". As set out above, Mother Goose provides its own classroom, cleaning and other supplies. We shall occupy two basement rooms in September 1992 and intend to clean, paint and equip those rooms as necessary to convert them from vacant basement space to rooms suitable for our pre-school program. Unlike some other Child Care Centres, Mother Goose will not enjoy classrooms with access to outdoor playgrounds, lunchroom facilities or other amenities usually provided by the Board. We will occupy rooms which would be entirely unsuitable for classrooms and, in the case of one of our rooms, unused in the past. Nonetheless, we are delighted with our new premises and grateful for the opportunity to make use of this space.

Variable Costs

The proposal defines variable costs as the caretaking costs "based on the time of day, or day of the week for the rental which determines the hourly rate (ie. regular time, time and a half or double time)." In the case of Allenby School, those cost are set at $0.97 per square foot.

In the case of Mother Goose, this approach to determining our cost to the Board may not be appropriate. While we acknowledge that our use of the common areas of the school, the entrance ways and washrooms, is not without some cost to the Board, we suggest that it is somewhat less than allocated. As noted above, we have assumed responsibility for the caretaking of our own classroom facilities.

More significantly, Mother Goose has been allocated a portion of what is described as "administration costs". These are broken down at appendix "E" of the proposal and include a fee based on the number of hours per week and per month spent by the Elementary Secretary, Secondary Secretary and J.K./E.I. Consultant. In addition, we are asked to support the cost of an Administrative Assistant, a Child Care Program Leader and a Family Studies Co-ordinator at a combined cost in excess of $55,000.00.

Mother Goose uses none of these resource people; we provide our own teachers who design our program. We do, however, open our classes to the family studies program and supervise the students seeking a placement in our classroom. On occasion we have invited

the junior kindergarten students at Allenby to participate in special activities, for example our guest storyteller at Christmas. As you can see, while we contribute to the Board's programs, we do not draw upon its resources. Quite simply, we offer a service to the local community. This service is designed and funded by those who participate in it, and to the extent that we are able, we subsidize those of our members who require assistance.

Once again, we suggest that, in the case of Mother Goose, it would not be appropriate for the Board to impose a financial burden which we are ill-equipped to meet. Apart from tuition fees, our own fund-raising efforts and a modest subsidy from the Ministry of Community and Social Services, we have no other sources of revenue.

Conclusion

We would ask you to closely examine the proposal before this Committee and to give consideration to the comments contained in this submission. We also ask you to keep in mind the stated policy of the Board "...to make school buildings available to community organizations to the fullest extent possible..." (Appendix "G"). The proposed rental increase would have a devastating effect upon Mother Goose.

The Executive of Mother Goose Co-operative Pre-school Inc.

MOTHER GOOSE CO-OPERATIVE PRE-SCHOOL INC.
ANNUAL BUDGET
1992 - 1993

Income

Registration Fees	$800
Monthly Fees	$29,410[1]
Fund Raising (Net)	$7,175
Interest	$300
	$37,685

Expenses

Salaries & Benefits (Net of Gov't. Grant)	$17,830
Transportation	$14,000
School & Miscellaneous Supplies	$2,360
Rent	$1,000[2]
Supply Teachers	$350
Social	$250
Bank Charges	$200
Advertising	$100
Xerox - Service & Supplies	$600
Telephone	$345
Council Fees/Licence/Insurance	$650
	$37,685

1 Assumes enrolment of 30 at $110 per month and 2 at $80 per month for 8½ months.

2 Potentially rent could increase to approximately $10,000 pending a decision by the local school board.

TO: Chairman and Members
Operations and Finance Committee
1994 02 08

FROM: Paul Shewfelt
Superintendent of Finance and Treasurer

RE: Financing Models for Building Upgrades and Repairs

REPORT: For Information

Background:

At the November, 1993 meeting of the Operations and Finance Committee meeting, it was resolved :

"That the Superintendent of Finance and Treasurer examine co-operative financing models for upgrades and repairs being used in other jurisdictions and report back to the Operations and Finance Committee prior to the presentation of the Final Estimates for 1994."

In support of this motion, reference was made to

- a report commissioned by the Ontario Association of School Business Officials

- performance contracting

One source of "revenue" is to improve energy and operating efficiency through assistance from public utilities and the private sector to access current financial resources from future savings. For example, we would invite companies to study our buildings and develop plans that would result in energy savings and building improvements. The companies would provide the capital financing to implement any savings and would be repaid over a period of years as a result of the savings due to lower operating costs. After the debt has been repaid, future savings would be to the credit of the board. If the savings do not materialize, the

companies would absorb the lost capital. While there would be no capital outlay by the board, it may take five to ten years before the board met its obligations to the companies and began to realize any savings in its budget.

Issue:

Over the years, school boards have deferred significant maintenance programs on existing buildings in order to manage annual budgets within limited financial resources.

In recognition of this fact, we wish to make reference to two recent developments.

Canadian Schoolhouse in the Red

The Ontario Association of School Business Officials conducted a survey of the condition of school facilities in Canada. This undertaking was funded by Honeywell Limited and resulted in the enclosed publication.

The report contains many important findings. In particular, the report addresses the value of energy efficiency programs and facility upgrades to help improve operational efficiency and thereby save money. Please refer to pages 3 to 11 and 20 to 21 of the report.

Senior Management will be addressing the implications of this report and is considering inviting the sponsor and other private sector organizations to participate in the discussions with respect to co-operative considerations.

Canada-Ontario Infrastructure Works Program

On January 21, 1994, we participated in a teleconference with officials from the Ministry of Education and Training regarding an overview of the program. The intent of the program is to address infrastructure needs and priorities within our system for such projects as energy conservation, access for the disabled, renovations and repairs.

It is anticipated that detailed information and guidelines will be available shortly. Applications for project approvals will be required in March, 1994. All projects will be required to be completed within a two year period. The criteria

for approval of projects will include job creation, acceleration of investment, enhancement of economic competitiveness and other benefits.

On January 25, 1994, we were advised that our project allocation will be $4 million. The federal government will contribute $1.3 million and the provincial government $1.1 million. Our local contribution will be $1.6 million. It is our understanding that all projects must be labour intensive and "incremental to the budget".

Recommendation:

That the Report on Financing Models for Building Upgrades and Repairs be received for information.

Rationale:

Senior Management will continue to explore various alternatives, consult and seek clarification before reporting to this Committee on specific recommendations.

PS/mb

1994 02 08

TO: **Chairman and Members**
Operations and Finance Committee

FROM: **P. Gillie, Superintendent - Administrative Services**
RE: **Update on Viability of Accommodation Reports**
REPORT: **Information**

BACKGROUND:

1. As a result of a referral motion from the November 1993 Operations and Finance Committee, Senior Management reviewed the priorities of the 1993 Accommodation Report as detailed in the Capital Financing Summary. (P. 98 of the 1993 Accommodation Report)

2. The review with recommendations was brought back to a Special Meeting of the Operations and Finance Committee in December 1993.

3. From the recommendations, an amendment was approved for the purpose of presenting for approval the 1994 Interim Accommodation Report.

4. Both the Accommodation Committee and Senior Management with the input of the Accommodation Committee have considered the type and extent of Accommodation Reports in relation to the desired cycle.

CONSIDERATIONS:

1. The Annual Report of Accommodation is a planning document. **Its presentation in May precedes the preparation of the Budget for the next calendar year and the preparation of the Capital Expenditure Forecast that the Ministry of Education requires every Fall.** This cycle continues to be preferred because it bridges the process of Annual Review of Accommodation with estimates for Proforma for the upcoming Budget Process and the annual filing with the Ministry of the September 30 Ministry Report and Capital Expenditure Forecast. (Appendix One)

2. The impact of financial restructuring and reform and need to scrutinize all expenditures has caused a break in the normal course of this cycle.

3. While 1994 Accommodation expenditures were identified in May 1993, our current Budget mandate will impact on these identified plans. As the Board is in the process of developing the Budget and the final outcome will be effected by a number of variables that are difficult to determine, the 1994 Interim Accommodation Report in March can only be a report consistent with these outcomes.

4. The recent release of infrastructure funds from the Federal Government will become part of the deliberation.

CONCLUSIONS:

1. It is our estimate that the Interim March Report will be the last stage of the 1993 Report identifying the final priorities included in the 1994 Budget under Plant, Schools and Program.

2. At this time the extent of report for May of 1994 becomes unpredictable. However, the process of annual accommodation review should proceed. This would include enrolment forecasts, building maintenance, properties and leases, program and school considerations and financing.

3. Three processes that are related (Budget Development , Accommodation, Capital Expenditure Forecast) have reached the point of needing greater integration. A way to preserve the benefits of the May cycle and integrate the processes is to continue the May Report in order to give approvals for work that must proceed, and then finalize the entire Report in the Fall as part of the Capital Expenditure Forecast approval process.

4. The development of a more detailed Financial Section including how the report will be considered in the Budget has become necessary.

ISSUE:

To report back to the Operations and Finance Committee the viability of the March 1994 Report and the May Accommodation Report.

RECOMMENDATION:

The update on viability of Accommodation Reports be received for information.

RATIONALE:

The update presents the considerations of the Accommodation Committee and Senior Management. The viability of the Interim March 1994 Report and May Report is outlined along with reasons.

Prepared by: Accommodation Committee
Senior Management

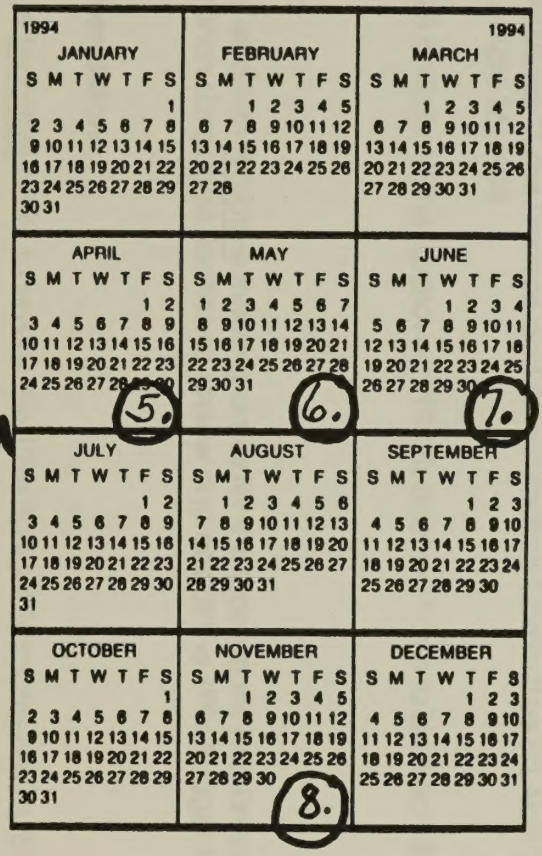
Approved by: Senior Management

THE ACCOMMODATION CYCLE

1993

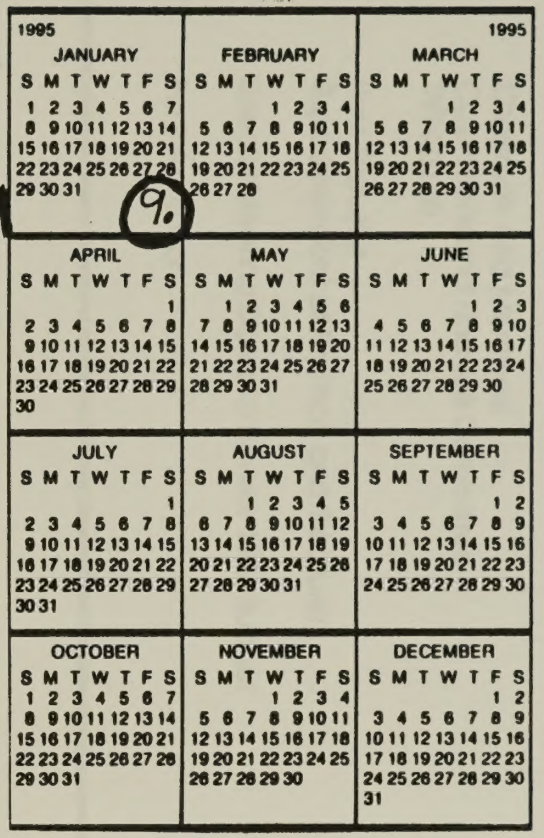
1. May 1993 - approval of Report
2. June 93 to September 93, Accommodation Items included in the estimates for Budget 1994
3. September 30 Ministry Figures
4. November 1993 - Capital Expenditure Forecast for 1994

1994



5. 1994 Budget Approval
6. May 1994 - next Accommodation Report with approvals for 1995 Budget
7. June 94 to September 94, Accommodation included in estimates for 1995 Budget
8. November 1994-Capital Expenditure Forecast for 1995

1995



9. January 1995 - the cycle repeats

The Accommodation Report is presented first in the cycle so that planning can take place for Capital Expenditure Forecasts and Budget Development.

TO: Chairman and Members
Operations and Finance Committee
1994 02 08

FROM: Paul Shewfelt
Superintendent of Finance and Treasurer

RE: Special Meeting Dates to Review 1994 Budget

REPORT: For Information

Background:

Our 1994 levy requirements are to be submitted to the City Treasurer by April 8, 1994 prior to meetings of the Finance and Administration Committee on April 21, 1994 and City Council on April 26, 1994.

We anticipate the approved 1994 Budget will have to be filed with the Ministry by mid April.

Issue:

To establish tentative meeting dates for the Operations and Finance Committee and the French Language Section to review and adopt the 1994 Budget Estimates.

Recommendations:

The tentative dates to review the 1994 Budget Estimates are as follows:

February 21, 1994 - Presentation of the Budget
February 23, 1994
February 24, 1994
February 28, 1994
March 1, 1994 - Special FLS
March 2, 1994
March 8, 1994 - Regular Operations and Finance
March 21, 1994
March 23, 1994
March 24, 1994
March 31, 1994 - Special Operations and Finance, Special FLS, Special Board to approve the Budget

In-Camera meetings shall be held on these same dates.

To: The Chairman and Members
Operations and Finance Committee
1994 02 08

From: P. Shewfelt
Superintendent of Finance and Treasurer
D. Sage
Manager Special Projects, Audit and Assessment

Re: Burglary, Theft and Vandalism Report

Report: For Information

Background:

In May 1991, officials reported to Board that 1990 expenditures relating to burglary, theft and vandalism amounted to $371,000. Since that time, expenditures have declined to a three year average of $305,000. For 1993, costs amounted to $318,000.

Controlling and forecasting this type of expenditure is subject to the unpredictability of occurrences. This was evidenced by the rash of school break-ins from mid-October until the end of November 1993. During this period, forty-two successful or attempted break-ins occurred inflicting damage and loss of property totaling $37,000. Once entry was gained the removal of property focused mainly on electronic items such as calculators, VCR's, computers, electronic balances and video equipment. Related insurance claim proceeds recovered amounted to $6,400 resulting in a net loss of $30,600.

Over this same period of time, eight vehicles were stolen while parked on Board premises. To date, all but one vehicle have been recovered. Those returned had damages totaling $15,000. The theft of personal property is insured to the extent of an individuals automobile policy. There was no cost to the Board.

Despite the increase in occurrences, the Board's overall cost experience has remained consistent over the past three years.

Issue:

To share information with Trustee s regarding burglary , theft and vandalism.

Recommendations:

1/ That the report be received for information.

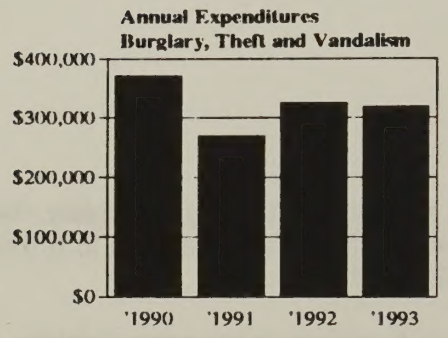
Rationale:

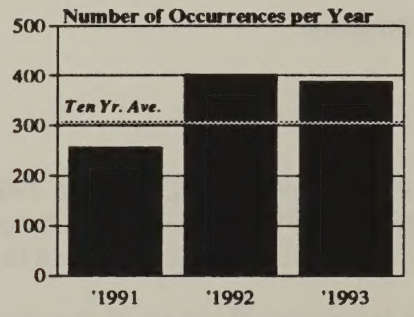
To put the significance of the expenditure for burglary, theft and vandalism, into perspective , analysis has been based on the following criteria.

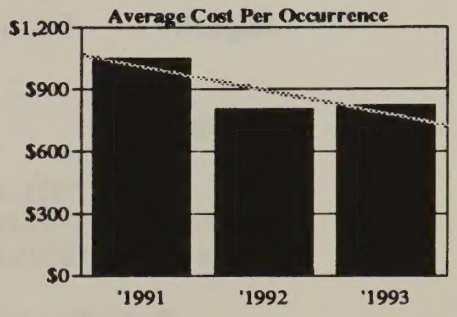
1/ total value of Board owned property
2/ number of occurrences and the dollar loss per occurrence
3/ insurance industry's claim experience

1/ The Board owns and operates 107 locations geographically dispersed throughout the city. Insurance underwriters have valued both buildings and contents at a current replacement value of 428.4 million dollars. Expenditure claims, for 1993 of $318,000, represent 7/100ths of 1% of the current property value.

2/ Over the past three years the number of occurrences have averaged 349 per year. This represents a sixteen percent increase when compared to the ten year average of 300 per year. Despite the fact that the number of occurrences have been on the rise, the dollar value per occurrence has been declining.







3/ The insurance industry recognizes the significance of minimizing claims and provides an incentive through a claims experience credit system. This system, introduced three years ago, is designed to reward school boards with good claims experience during the policy term. Basically, the application of the credit measures the claims experience at the start of each renewal period and compares it against premiums paid for property insurance.

Over the past three years, the value of the Board's experience credit has reduced total insurance premiums by $85,000 for an average annual savings of $28,300. This is the maximum credit available under the plan.

Any acts aimed at damaging or removing Board property are constantly being monitored. On a reactive basis, where possible, charges are laid and reimbursement sought through individuals, courts or insurance. In 1993, $10,400 was recovered.

On a proactive basis, we are encouraged by the impact of initiatives implemented aimed at minimizing burglary, theft and vandalism expenditures such as the:

- use of the P.R.O.F.'s system to immediately inform all locations of trends ie. car thefts, break-ins, and other security issues
- issuance of trespass letters - 218 issued in 1993
- installation of motion and glass breakage detectors in high risk locations

We will continue to develop new programs designed to protect Board property, with implementation proceeding on the most cost effective basis. As well, we will continue to work closely with the Board's insurance broker in order to maintain adequate insurance coverage to safeguard assets.

1994 02 08

To: The Chairman and Members,
Operations and Finance Committee

From: D. W. Goodridge, Director of Education
and Secretary of the Board

Re: 1994 Membership Fees

Report: Information/Decision

Attached please find a summary sheet of information relative to Membership Fees, activities and publications/newsletters for the following Associations:

. Canadian Education Association (CEA)
. Association française des conseils scolaires de l'Ontario (AFCSO)
. Ontario Educational Research Council (OERC)
. Ontario Public School Boards' Association (OPSBA)

cv

a) **Canadian Education Association (CEA)**	Fee paid last year: $4,064.24 (9.9 cent rate) Total 1994 Fee: 40,874 students X 9.9 cents = **$ 4,046.52** (No GST)

.Scheduled publications for 1994 (sufficient for distribution) :
.1994 CEA Handbook – Standardized Testing – Crisis Management – Self Esteem – School–based Management – Evaluation of Academic Achievement – Attendance Regulations – Regular Publications (CEA Newsletter [Le Bulletin], Education Canada)
.Specialized library emphasizes policies and practices of educational administrators
.Other – $90 rebate on registration at CEA convention – discount on bulk orders of CEA publications.
.convenes general and special meetings to share information and exchange views on educational problems and opportunities
.publishes information notes, periodicals, a directory and special reports on critical issues in both officials languages.
.conducts surveys and provides an information service that is available to all
.acts as a clearinghouse for information on various aspects of public education and serves as a central source of information on educational matters
.publications and special reports provide information about innovations, current trends and practices readily available to professional educators and others.

b) **Association française des conseils scolaires de l'Ontario**	(Fee paid last year: $2,267.06) 1994: Minimum charge first 100 students = $ 750.00 480 students – 100 = 380 X $3.75) = $1,425.00 Total 1994 Fee (including $152.25 GST) = **$2,327.25**

1993 Activities:
.two private meetings with the Minister of Education and Training to discuss concerns, e.g. interim measures
.regular meetings of the four provincial trustee associations with the Minister
.Annual meeting/convention (London) – Summer professional development course (Collingwood)
Briefs and Reports:
.brief to the Standing Committee concerning the Ontario Training and Adjustment Board (OTAB)
.working group report on school board governance models
.analysis and reaction to the Government Proposals for Interim Government Measures
.brief to the Royal Commission on Learning
Committee Representation:
.Transition Assistance Funds Selection Committee – Learning Materials Selection Committee – Cancopy negotiating Team – Social Contract negotiations – Council of Francophone Education Association Presidents (COPFE) – Minister's Advisory Committee on Finance Reform – Association canadienne–française de l'Ontario (ACFO) – Religious education equivalency committee – Francophone Catholic Education Council – Association canadienne d'éducation de langue française (ACELF)

c) Ontario Educational Research Council	(Fee paid last year: $725)	1994 fee: **$725** (no GST)

.instrumental in encouraging, supporting and providing a forum for research in education
.through research grants to interested, successful individuals, OERC provides encouragement to review changing practices with the goal of improving services to students
.Newsletters (sufficient copies for distribution)
.$25.00 discount for members attending Annual OERC conference

d) Ontario Public School Boards' Association	(Not a member last year – 1993 total $86,836.76) 1994: Membership Fee – $63,890.00 + $4,472.30 GST = $68,362.30 Legal Defense Fund Levy – $15,383.00 + $1,076.81 GST = $16,459.81 Total 1994 Fee = **$84,822.11**

1993 Activities:
.Social Contract – Restructuring in education – Safe Schools – Royal Commission on Learning – Waste Reduction – Education Finance – Strike Management – Curriculum – Professional Development – Regional Bargaining Committees – Copyright Licence for School Boards – Junior Kindergarten – Integration of Children's Health and Social Services – Tuition Agreements – Education Governance – Regional Services – Local Planning and Development – Northern Education – Labour Relations – Computers for Schools – Adult Education and OTAB – Lobbying and Government Relations – Communications and Media Relations – Legal Defense for Public Education
Publications:
*FAST Reports (weekly) – Education Today – *Fast Fax – Data Research Reports on Negotiations – Resource Publications – Leadership Tabloid – Annual Report
(Please note: *FAST Reports and *Fast Fax – one copy for duplication; Bulk Printed material/pamphlets – sufficient copies supplied; Position Papers/Large Reports – one bound copy, one unbound copy for duplication)
.OPSBA conferences

DEPARTMENT OF PUBLIC WORKS - PARKS DIVISION

City of
HAMILTON

71 Main Street West, Hamilton, Ontario, L8N 3T4
Tel. (905) 546-3923 / Fax (905) 546-2443

Our File No. 94.2360.00

1994 January 31

Hamilton Board of Education
Chairman & Committee Members of Operation
Management Committee
P. O. Box 2558
Hamilton, Ontario
L8N 3L1

Dear Sirs:

RE: GILKSON PARK DEVELOPMENT

We are requesting your approval for the installation of a multi-use court on the Board of Education property, as shown on the attached concept plan. This request is a result of an extensive public process with Gilkson Neighbourhood residents, elected officials and city staff. No city owned lands are available for the multi-use court without the removal of existing facilities or forested areas.

The city would like to construct the multi-use court in the Spring of 1994. This facility will be 100% funded and maintained by the city.

Should you wish to discuss this proposal in more detail, please contact me at 546-3923.

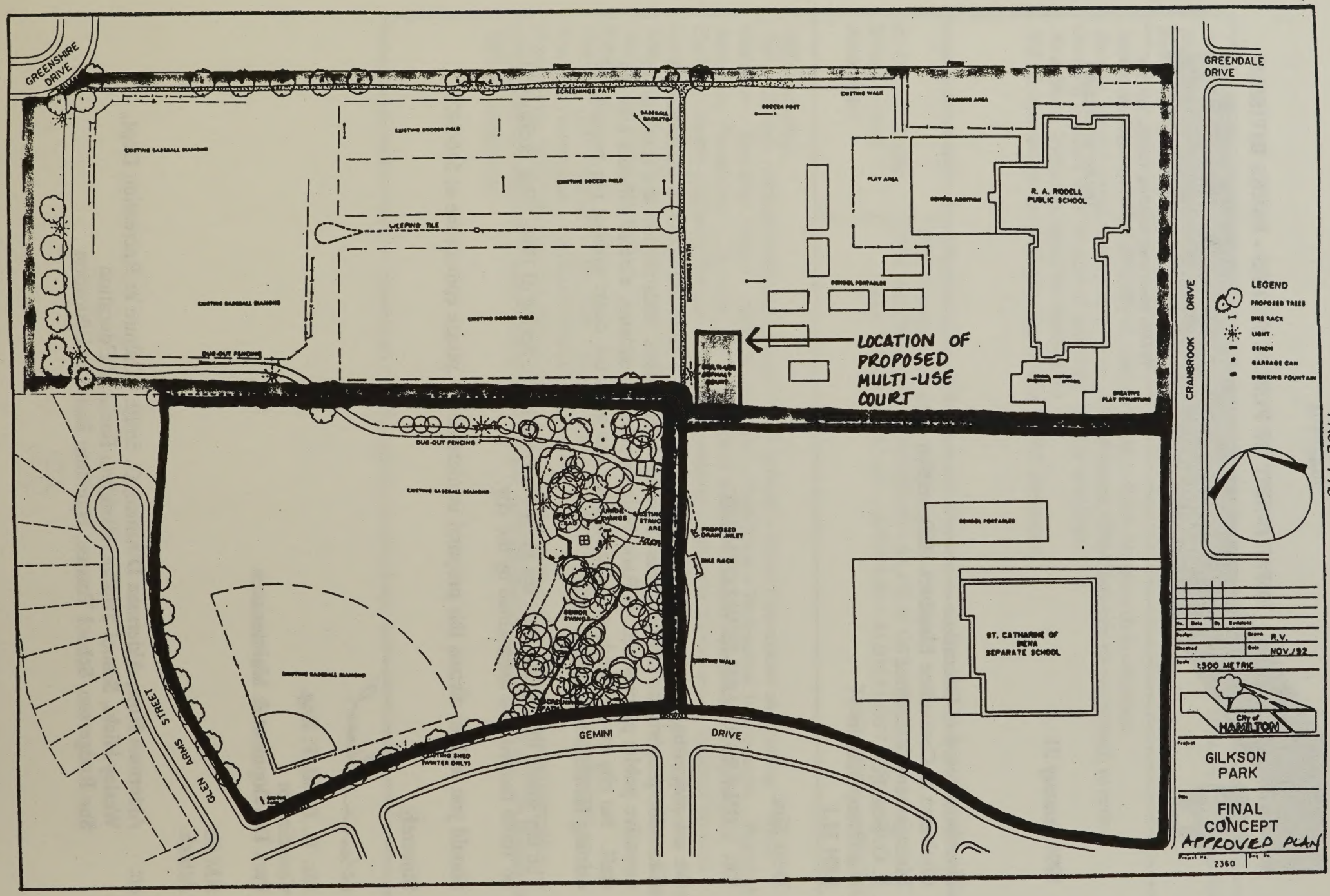
Sincerely,

Werner Plessl

Mr. W. Plessl, P. Eng.
Coordinator
Park Development & Maintenance

RM/lb
Attach.

cc: Alderman Ross, Alderman D'Amico, G. Smith - Culture & Recreation Dept.,
Wesley Hicks, School Trustee, Hamilton Board of Education
Sue Rodgerson, School Trustee, Hamilton Board of Education



CORPORATION OF THE CITY OF HAMILTON

BOARD OF EDUCATION

ROMAN CATHOLIC SEPARATE SCHOOL BOARD

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1994 02 08

To the Chairman and Members,
Operations and Finance Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

(i) C. B. Stirling, Grades 6–8, Outdoor Education, Camp Wanakita, 1994 06 08–11 (Wednesday to Saturday)

ii) Hess Street, Grade 5–6, Outdoor Education, Valen's Conservation, 1994 06 15–17 (Wednesday to Friday)

(iii) Lloyd George, Grades 4–5, Outdoor Education, Mountsburg, 1994 02 23 (Wednesday)

(iv) Norwood Park, Grades 6–8, Kimberly/Talisman Resort, 1994 03 04 (Friday)

(v) Viscount Montgomery, Grade 7, Ottawa, 1994 05 10–12 (Tuesday to Thursday)

(vi) Viscount Montgomery, Grade 6, Upper Canada Village/Kingston, 1994 05 18–19 (Wednesday to Thursday)

(vii) Scott Park, Grades 9–OAC, Life Skills, Barrie, 1994 03 01–02 (Tuesday to Wednesday)

(viii) Westmount, Grade 9–OAC Physical Education, Mansfied Mehock Relays, Mansfield, Ohio, USA, 1994 04 15–16 (Friday to Saturday)

(ix) OFSAA Championships, Grades 9–OAC, Nordic Skiing, Mississauga, 1994 02 21–22 (Monday to Tuesday)

Respectfully submitted,

D. W. Goodridge
Director of Education
and Secretary

cv

1994 02 08

TO: **Chairman and Members**
Operations and Finance Committee

FROM: **P. Gillie, Superintendent - Administrative Services**
RE: **School Survey Request on International Study of Asthma and Allergies in Childhood**
REPORT: **Approval**

BACKGROUND:

1. A request for the Hamilton Board of Education to participate in a survey with respect to respiratory and allergic illnesses in children has been received.

Survey Details

2. An international group of medical and scientific researchers have established a major study of the prevalence and characteristics of respiratory and allergic illnesses in children. The study called the International Study of Asthma and Allergies in Childhood (ISAAC) is funded in Hamilton by grants from the Asthma Society of Canada, with supplementary funding from Fisons Pharmaceuticals Ltd..

3. The specific aims of the study are:

   a. *Describe the prevalence and severity of asthma, rhinitis and eczema in children living in different centres and to make comparisons within and between countries.*

   b. *Obtain baseline measures for assessment of future trends in the prevalence and severity of these diseases.*

   c. *Provide a framework for further aetiological research into genetic, lifestyle, environmental and medical care factors affecting these diseases.*

4. The ISAAC study comprises three phases. Phase One is the survey; phase two which is yet to be developed will investigate the findings from the survey and phase three will be a repeat of Phase One.

5. At this stage the request is seeking permission to implement from March 1994 to June 1994, Phase 1 of the ISAAC Study, which involves completion of a questionnaire by parents of 6-7 year old children, and self completion of a questionnaire including a questionnaire following a video, by 13 -14 year old children. This latter group will be studied at school, and hence there is the need to use school time - one 40 minute class of instruction to complete the study. A summary of Phase One has been provided and is attached along with draft sample letters that would go home to parents. (Appendix One and Appendix Two)

6. It is hoped that the survey will be conducted in the Hamilton and surrounding region School Boards. The survey requires a sample of 1000 children in each age group and this would mean approximately 25 to 30 of our Elementary Schools could be involved.

7. The survey will have little or no direct educational benefit to our students. For the younger children symptons may become more identifiable as a result. For the older children, the in class video can be part of health education in a general way.

ISSUE:

Dr. Malcolm R. Sears, of the Firestone Regional Chest & Allergy Unit , St. Joseph's Hospital - McMaster University, is requesting of the Hamilton Board of Education, approval to conduct a survey in its schools with respect to respiratory and allergic illnesses in children.

RECOMMENDATION:

That the request for permission to implement Phase I of the ISAAC Study from March 1994 to June 1994 in the Hamilton Board of Education Schools be approved.

RATIONALE:

1. From the information provided with the request the following is noted: " Respiratory illnesses in children are an important cause of concern in Canada. An increasing number of children suffer from asthma, bronchitis, recurrent infections, or other respiratory symptons. Allergies in children also cause many problems including asthma, hay fever, and eczema. Some of these illnesses have a significant impact on the child's attendance at school and educational opportunities."

2. The Study is worldwide in scope and while not directly of educational benefit the results may improve the health of children of school age.

3. In reviewing the request, Senior Management received assurance that conducting the survey would require little workload on the part of our own staff. At the school level, distribution to parents of 6and 7 year olds would be required and one period of class instruction time would be required for 13 and 14 year olds. After collection , Survey Staff would check the returns and carry out follow up. In Administrative Services, staff would need to facillitate the initial contact to the schools and determine with the survey staff the sampling.

ATTACHMENTS:

Appendix One - Summary of Phase One
Appendix Two - Draft Sample Letters to Parents

Prepared by; P. Gillie, Superintendent - Administrative Services
Approved by: Senior Management

APPENDIX ONE

ISAAC STUDY - SUMMARY OF PHASE ONE

This is an international study of the prevalence and characteristics of asthma in children, being conducted in several centres in Canada, and in at least 5 other countries. The protocols have been drawn up by international consensus over the last two years, and are described in detail in the accompanying ISAAC manual.

Two age groups will be studied

1. **6-7 year olds**

   Methods:
   1. Permission from Boards of Education
   2. Letter to parents of children (attached)
   3. Questionnaire will accompany letter and completion will be regarded as consent to participate
   4. Questionnaire will be returned to school for collection by investigators

2. **13-14 year olds**

   Methods:
   1. Permission from Boards of Education
   2. Letter to parents of children (attached)
   3. Parent will call the study centre to refuse consent, otherwise consent is implicit
   4. Child will answer 3 short questionnaires, then view a 10 minute video and complete a questionnaire related to the video scenes. The whole class will participate at one time under the supervision of an investigator (and teacher).
   5. Questionnaires will be collected immediately after completion by the investigators.

APPENDIX TWO

FIRESTONE REGIONAL CHEST & ALLERGY UNIT
St. Joseph's Hospital-McMaster University

50 CHARLTON AVENUE EAST, HAMILTON, ONTARIO L8N 4A6
TELEPHONE: (905) 521-6000 FAX: (905) 521-6037

M.R. Sears, MB, ChB, FRACP, FRCPC
(Head of Respiratory Service)

Letter for 6 and 7 Year Olds

DRAFT

Dear Parent/Guardian

We are inviting your child to take part in an important study about child health with the approval of your school. Many schools in Canada are taking part in the study and all classmates of your child are being asked to take part. For each child, a parent/guardian is being asked to complete a questionnaire.

This study is being carried out in 6-7 year old children in randomly selected schools in Hamilton and surrounding areas and also in many overseas countries including Australia, New Zealand, USA, Britain and Germany. If you agree to your child taking part in the study, then we would like you to complete the attached questionnaire. Your child's questionnaire will be treated confidentially; only a code number will be entered in the computer.

This study has the approval of your child's school's Board of Trustees, principal and teachers. It also has the approval of the Ethics Committee of St. Joseph's Hospital, Hamilton.

If there is any further information you require about the study, please contact Dr. Marcia Pizzichini or Dr. Malcolm Sears at (905) 521-6000.

Yours sincerely,

Marcia Pizzichini
Research Fellow in Respirology with

Malcolm Sears
Professor of Medicine

FIRESTONE REGIONAL CHEST & ALLERGY UNIT
St. Joseph's Hospital-McMaster University

50 CHARLTON AVENUE EAST, HAMILTON, ONTARIO L8N 4A6
TELEPHONE: (905) 521-6000 FAX: (905) 521-6037

M.R. Sears, MB, ChB, FRACP, FRCPC
(Head of Respiratory Service)

Letter for 13 and 14 Year Olds

DRAFT

Dear Parent/Guardian

We are inviting your child to take part in an important study about child health with the approval of your school. Many schools in Canada are taking part in the study and all classmates of your child are being asked to take part. First, your child will be asked to complete three brief questionnaires. Then a 10 minute video about exercise and breathing will be shown to your child in his/her class and your child will be asked to complete a further brief questionnaire. This will take up to 40 minutes of class time.

This study is being carried out in 13-14 year old children in randomly selected schools in Hamilton and surrounding areas and also in many overseas countries including Australia, New Zealand, USA, Britain and Germany.

If you agree to your child taking part in the study, then you need to take no action. If you do not wish your child to answer the questionnaire, please telephone the number listed at the bottom of this page tomorrow. Your child's questionnaire will be treated confidentially; only a code number will be entered in the computer.

This study has the approval of your child's school's Board of Trustees, principal and teachers. It also has the approval of the Ethics Committee of St. Joseph's Hospital, Hamilton.

If there is any further information you require about the study, please contact Dr. Marcia Pizzichini or Dr. Malcolm Sears at (905) 521-6000.

Yours sincerely,

Marcia Pizzichini
Research Fellow in Respirology with

Malcolm Sears
Professor of Medicine

URBAN/MUNICIPAL
CA4 ON HBL W26
A34
1994

AGENDA
OPERATIONS AND FINANCE COMMITTEE
1994 03 08

URBAN
MAY 1 1994
GOVERNMENT DOCUMENTS

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Response from the Officials to the Request from the City of Hamilton for approval to install a multi–use court on R. A. Riddell School property (Gilkson Park Development) – **Pages 1 to 4**

2. Report from the Officials re Chamber of Commerce membership on ad hoc Committees

NEW BUSINESS:

1. Report of the 1993 Surplus/Deficit – **Page 5**

2. Meeting with Coterminous Board and Wentworth County Board – requested by Trustee Allen

3. Sir Allan MacNab Secondary School 25th Anniversary Reunion – request for a liquor licence

4. Reconstitution of the Transportation Committee – requested by Trustee Darby

5. April and May Meeting Dates

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education – **Page 6**

1994 03 08

TO: Chairman & Members
Operations & Finanace Committee
Board of Education for the City of Hamilton

FROM: R.T. Orlando
Superintendent of Plant

RE: **GILKSON PARK DEVELOPMENT**
- R.A. RIDDELL SCHOOL

REPORT: For decision

Prepared by: Duane O'Connor
Doug Kelterborn
Robert Orlando

BACKGROUND:

At the Operations & Finance Committee meeting of February 8, 1994, a letter was received from the Parks Division of the City of Hamilton. The letter, which requested the Board's approval to allow construction of a multi-purpose paved play court on the Board's property at R.A. Riddell School, was referred to the officials for a report.

ISSUE:

To obtain Board approval for the City to construct a paved play court on Board property at R.A. Riddell school.

RECOMMENDATIONS:

1. That the Board approve the request of the City to construct the play court on Board property contingent on the following conditions and recommendations (2 to 7).

2. The court is to be fully enclosed by a 6'-0" high chain link fence including a lockable gate.

3. The standard agreement providing for personal liability insurance shall be followed. The Board will have control over the facility and be responsible for the personal liability insurance coverage during school hours. The City will have control over the facility and be responsible for the personal liability insurance coverage at all other times.

4. Signage supporting TRESPASS ACT, 1980, shall be installed. Signage indicating installation funded by the City shall be permitted to be installed.

5. All costs for construction and maintenance are the responsibility of the City of Hamilton.

6. The Board maintains the right to recover the affected property if required for future Board purposes. All reconstruction work to be the responsibility of the City.

7. Final design drawings be approved by the Superintendent of Plant for the Hamilton Board of Education before construction proceeds.

RATIONALE:

The request has been reviewed with the principal, Donna Calder and the School Superintendent, Nancy Nicholls. They are receptive to the proposal and intend to incorporate the facility into the regular physical education program. It is anticipated that the play court will be well used during recess and lunch period. It is not anticipated that there will be any negative input on neighbouring residents. The City has indicated their willingness to make requested design adjustments.

DEPARTMENT OF PUBLIC WORKS - PARKS DIVISION

City of
HAMILTON

71 Main Street West, Hamilton, Ontario, L8N 3T4
Tel. (905) 546-3923 / Fax (905) 546-2443

Our File No. 94.2360.00

1994 January 31

Hamilton Board of Education
Chairman & Committee Members of Operation
Management Committee
P. O. Box 2558
Hamilton, Ontario
L8N 3L1

Dear Sirs:

RE: GILKSON PARK DEVELOPMENT

We are requesting your approval for the installation of a multi-use court on the Board of Education property, as shown on the attached concept plan. This request is a result of an extensive public process with Gilkson Neighbourhood residents, elected officials and city staff. No city owned lands are available for the multi-use court without the removal of existing facilities or forested areas.

The city would like to construct the multi-use court in the Spring of 1994. This facility will be 100% funded and maintained by the city.

Should you wish to discuss this proposal in more detail, please contact me at 546-3923.

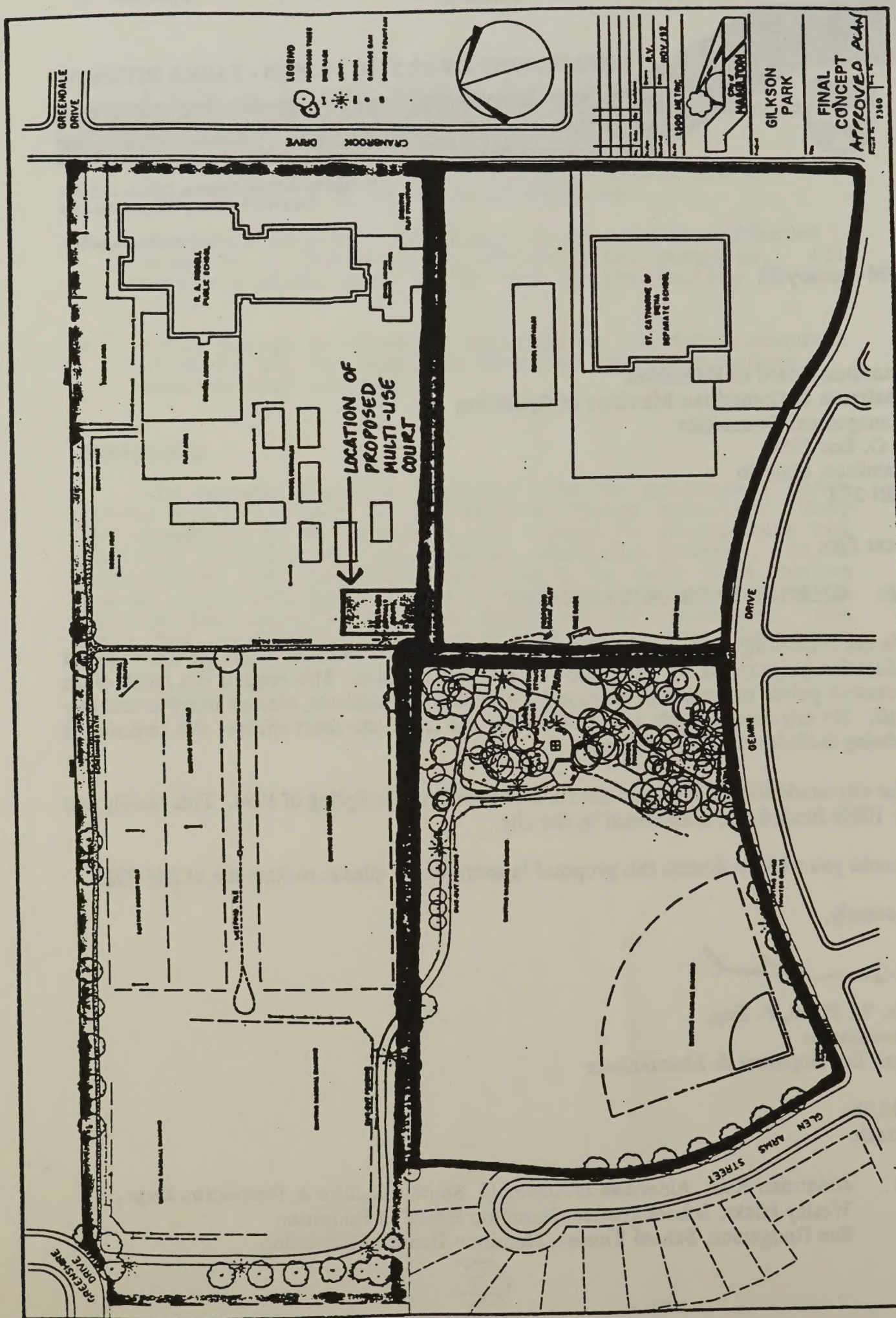
Sincerely,

Werner Plessl

Mr. W. Plessl, P. Eng.
Coordinator
Park Development & Maintenance

RM/lb
Attach.

cc: Alderman Ross, Alderman D'Amico, G. Smith - Culture & Recreation Dept.,
Wesley Hicks, School Trustee, Hamilton Board of Education
Sue Rodgerson, School Trustee, Hamilton Board of Education


GREENDALE DRIVE
CRANBROOK DRIVE
LEGEND
GILKSON PARK
FINAL CONCEPT
APPROVED PLAN
LOCATION OF PROPOSED MULTI-USE COURT
R.A. POWELL PUBLIC SCHOOL
ST. CATHARINE OF SIENA SEPARATE SCHOOL
GEMINI DRIVE
GLEN AMES STREET
GREENSHORE DRIVE
ROMAN CATHOLIC SEPARATE SCHOOL BOARD
BOARD OF EDUCATION
CORPORATION OF THE CITY OF HAMILTON

TO: The Chairman and Members of
Operations and Finance Committee
1994 03 08

FROM: Paul E. Shewfelt, Superintendent of Finance and Treasurer
Greg Rutledge, Controller

RE: ***REPORT OF THE 1993 SURPLUS/DEFICIT***

BACKGROUND:

In December, 1993, a report was presented to outline the change in funding for capital expenditures from grant to loan funding. Because of this change and the introduction of the Ontario Financing Authority, the receipt of the 1993 Financial Statements from the Ministry of Education and Training are considerably later than usual.

The Financial Statements detail the many year-end parameters for the calculation of grants and the classification and reporting of expenditures.

ISSUE:

To inform Trustees of the delay in receipt of our 1993 Financial Statements and to indicate the analysis of surplus/deficit will be a "lay down" on March 8, 1994.

RECOMMENDATION:

That the Report of the 1993 Surplus/Deficit be received for information.

RATIONALE:

The 1993 Financial Statement forms were received in part, on February 28/94, with the balance to follow over the next few days. Under normal circumstances, it would take approximately two weeks to complete and verify these detailed statements. We expect to have preliminary information available on March 8, 1994, with subsequent adjustments as necessary. This report will be subject to verification by the Board's external auditors.

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1994 03 08

To the Chairman and Members,
Operations and Finance Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

(i) Dr. J. Edgar Davey, Grades 4-5, Outdoor Education, Camp Wanakita, 1994 06-08 (Monday to Wednesday)

(ii) Robert Land, Grade 2, Outdoor Education, Cave Springs Camp, Beamsville, 1994 05 16-18 (Monday to Wednesday)

(iiiv) Sanford Avenue, Grade 5, Outdoor Education, Canterbury Hills, Ancaster, 1994 05 25-26 (Wednesday to Thursday)

(iv) Delta, Grades 9-OAC, Invitational Gymnastics Competition, Alliston, 1994 03 29 (Tuesday)

(v) Sir John A. Macdonald, Grades 9-OAC, Track Meet, Mansfield, Ohio, 1994 04 15-16 (Friday to Saturday)

(vi) Sir John A. Macdonald, Grades 9-OAC, Track Meet, Sudbury, 1994 05 06-07 (Friday to Saturday)

Respectfully submitted,

D. W. Goodridge
Director of Education
and Secretary

cv

URBAN/MUNICIPAL
CA4 ON HBL W26
A34
1994

URBAN M...
GOVERNMENT DOCUMENTS

AGENDA

OPERATIONS AND FINANCE COMMITTEE

1994 04 07

Confirmation of the minutes of the regular meetings of 1994 02 08 and 1994 03 08 and special meetings of 1994 02 28 and 1994 03 02.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Verbal Report regarding Linden Park School Roof

NEW BUSINESS:

1. Recommendations of the Director of Education – **Page 1**
2. Carryforward of Surplus/Deficit for Schools – **Pages 2 and 3**
3. Tenders – Hill Park Secondary School
4. Project Paradise – Arbor Week (referred at 1994 03 22 Board) – **Pages 4 to 7**
5. Constitution of an Ad–Hoc Committee to discuss Trustee Communications – requested by Trustee Allen
6. Policy on Trustee Communications – PROFS/Computer Access – requested by Trustee Rodgerson

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education – **Page 8**
2. 1994–1995 School Year Calendars – **Pages 9 to 30**
3. Request for a Report on the impact of the Red Hill Expressway on the safety of students at Woodward School – Trustee Hill
4. Report of the Name Search Committee – Mountain Secondary School – **Page 31**

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1994 04 07

To the Chairman and Members,
Operations and Finance Committee,
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

1. That the following recommendation of the Director of Education be approved:

(a) That up to twelve students, one from each composite secondary school, be permitted to attend a Business Education Student Leadership Conference in Bolton, Ontario, 1994 05 10-11 (Tuesday to Wednesday)

Respectfully submitted,

D. W. Goodridge
Director of Education
and Secretary

cv

TO: The Chairman and Members of
Operations and Finance Committee
1994 04 07

FROM: Paul Shewfelt, Superintendent of Finance and Treasurer
Greg Rutledge, Controller

RE: ***Carry Forward of Surplus/Deficit for Schools***

BACKGROUND:

It has been our tradition not to allow schools to carry forward the current year's surpluses/deficits into the following year. This tradition has existed for many years when financial resources were more readily available. Financial restraints that have been and will continue to exist require a different strategy - carry forward of surplus/deficit to make more efficient use of available resources.

Schools are responsible for a broad range of expenditures which are reported on a bi-weekly basis (budget vs. actual) through the Principal Report. These expenditures may be modified over time as more decisions are made at the local level.

The principle of carry forward of surplus/deficit is common among school boards to encourage greater efficiencies and planning.

From a practical standpoint, Senior Management would strongly discourage any deficits. Should they occur, then they would have to be paid for from the following year's allocation.

From a financial perspective, the current year surpluses/deficits for all schools would be rebudgeted in the following year. Please note that no carry forward provision has been made in the 1994 Budget. Our recommendation would be effective for the results of the 1994 fiscal year and impact on the 1995 Budget.

A status report will be presented to the Operations and Finance Committee in April, 1995.

ISSUE:

To determine the position of Trustees on the carry forward of surplus/deficit.

RECOMMENDATION:

That schools be permitted to carry forward their surplus/deficit into the following year.

...2

RATIONALE:

Our recommendation is based on the following:

(a) the awkwardness of the fiscal year (January - December) vs. school year (September - June).

(b) the spending patterns of schools coincide with the school year and the need to co-ordinate school plans with the available financial resources. At present, school plans may bridge two or more fiscal years.

(c) the processing of orders would be more uniform throughout the year and should eliminate the rush at year-end and would encourage more efficient use of existing resources.

(d) resources allocated to the schools would be managed to meet their needs and priorities.

PROJECT Paradise
Restoring a Great Lakes Natural Treasure

Honorary Chair
THE HON. LINCOLN M. ALEXANDER

Campaign Chair
WILLIAM W. NELSON

National Chair
PETER N. T. WIDDRINGTON

Honorary Patrons
JOHN ADDISON, MAYOR
Dundas, Ontario
DR. PIERRE BOUBOUL, DIRECTOR
Montreal Botanical Garden
DAVID CROMBIE, COMMISSIONER
The Waterfront Regeneration Trust
DONALD GRANGER, MAYOR
Flamborough, Ontario
ROBERT GRISSOM, MAYOR
Myrtle Beach, South Carolina
JACK GURNEY, MAYOR
Sarasota, Florida
HAMILTON NATURALISTS' CLUB
JAY INGRAM, SCIENCE AUTHOR
DR. GERALDINE KENNEY-WALLACE, PRESIDENT
McMaster University
RAY LOWES, FOUNDER
Bruce Trail Association
DR. JOSEPH MACINNIS
Undersea Research Limited
ROBERT MORROW, MAYOR
Hamilton, Ontario
WALTER MUKERICH, MAYOR
Burlington, Ontario
PROF. JOHN POLANYI, DEPARTMENT OF CHEMISTRY
University of Toronto
PETER POMEROY, CHAIRMAN
Region of Halton
ANNABELLE SLAIGHT, PRESIDENT
OWL Magazine
DR. JACK VALLENTYNE,
Canada Centre for Inland Waters
GALEN WESTON, CHAIRMAN
George Weston Ltd
REG WHYNOTT, CHAIRMAN
Region of Hamilton-Wentworth
STEVEN WILLIAMS, GRAND CHIEF
Six Nations Council

Campaign Cabinet
LAURIE BRANCH
SEAN CASEY
GLEN CHAMBERS
JOSEPH DUDA
JACK HEERINGA
GRACE INGLIS
DIANA MCCALLUM
BARBARA MCKEAN
KEITH MUNRO
DR. PETER RICE
MICHAEL SCHWENGER
RICHARD SHIELDS
LES STANDEN
CHRIS WARD
T.A.G. WATSON
TOD WRIGHT

A project of:
Royal Botanical Gardens
Les jardins botaniques royaux

P. O. BOX 399 HAMILTON
ONTARIO, CANADA L8N 3H8
TELEPHONE (416) 527-1610
FAX (416) 577-0375

February 24, 1994

REFERRED AT 1994 03 22 BOARD

Mr. Bert Allen
Chairman
Hamilton Board of Education
Education Centre
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mr. Allen:

Re: Project Paradise - Arbor Week

Project Paradise, the marsh restoration program for Cootes Paradise and Grindstone Creek, is a critical component of the entire Hamilton Harbour clean-up program. As the single most important environmental project for the next ten to twenty years, everyone living in the Hamilton-Wentworth/Burlington region will greatly benefit from this initiative in terms of health, the environment, education, recreation and in economic terms. The self-sustaining, freshwater clean-up of Cootes Paradise and Grindstone Creek will be a model for other projects around the Great Lakes and throughout North America. Please read the attached description of the program entitled "Project Paradise, The Greater Vision" for a concise understanding of the magnitude of this project.

This year the theme for Arbor Week (April 29th to May 8th) will be to support Project Paradise and will be proclaimed by the cities of Hamilton and Burlington and the Regional Municipality of Hamilton-Wentworth. Prior to Arbor Week, students, in recognition of Project Paradise, will be invited to purchase a small tree (approximately two feet tall) for $5.00 and will receive a coupon voucher. Planting trees in the local watershed helps to prevent erosion, therefore improves water quality in Cootes.

We hope that the students will save their own money to purchase the trees so that they acquire a real sense of ownership in helping to restore Cootes Paradise. During Arbor Week students will then bring his/her coupon voucher (as proof of purchase) to local participating nurseries to pick-up his/her tree. The designated trees for Arbor Week have been generously contributed by specific nurseries who will be announced in the next few weeks.

I trust that the Hamilton Board of Education, as a member of the Bay Area Restoration Council, will wholeheartedly support this initiative and recommend participation among its principals, teachers, staff and students. We have already begun to receive positive response from various teachers and enviro clubs among the schools.

. . . continued

My goal as the senior volunteer of Project Paradise is to give every individual, young and old in the Hamilton-Wentworth Burlington region an opportunity to participate in a meaningful fashion. We believe that $5.00/tree is a reasonable amount for students themselves to undertake and to have a hands-on involvement in Project Paradise.

Thank you for your personal support of this once-in-a-lifetime program. A letter from the Board acknowledging your endorsement of the tree program for Arbor Week would be an inspiration for all our volunteers. Perhaps you could be the first to plant a tree for Paradise.

Sincerely,

William W. Nelson
Campaign Chair

cc: Jeff Nichol
Environmental Studies Consultant

PROJECT PARADISE
THE GREATER VISION
A Need and an Opportunity to Share

January, 1994

Introduction

Project Paradise is a $4,000,000 private sector capital fund-raising campaign. It is a partnership with three levels of government and their agencies, who will provide an additional $15,000,000 in matching grants to finance the $19,000,000 Fish and Wildlife Habitat Restoration component of the Remedial Action Plan (RAP) for Hamilton Harbour/Burlington Bay. The success of Project Paradise is essential in order to obtain government funds under the partnership agreement.

It is, and will be, the single most important environmental project of our generation in this community and is quite likely the largest total ecosystem, self-sustaining, fresh-water fish and wildlife habitat restoration project ever undertaken in North America. It will be a model for other projects in North America and beyond.

The following series of events and developments will best describe the history and The Greater Vision of Project Paradise and its importance to all citizens living in the Hamilton-Wentworth/Burlington region and within the Great Lakes Basin.

I. International Joint Commission - They started it ALL

The International Joint Commission (IJC) of Canada and U.S.A. was established to deal with matters of mutual interest or concern. In its study of water quality in the Great Lakes Basin it identified 42 "hot spots" within the Great Lakes that required a plan to remediate badly polluted environments and restore their health and thereby improve water quality for the 47 million people residing around the lakes.

II. Remedial Action Plan (RAP) for Hamilton Harbour/Burlington Bay - They could not say NO

Since 1975, $600 million has been spent by all levels of government and major industrial corporations in sewage treatment and pollution control improvements, and in 1986 as a result of the IJC action, Environment Canada and Ontario Ministry of the Environment formed a 48-member stakeholder group to develop the RAP for Hamilton Harbour. This group included Royal Botanical Gardens (RBG), McMaster University, Canada Centre for Inland Waters, Hamilton Harbour Commission, the Hamilton-Wentworth and Halton Conservation Authorities, all local governments, educators, major industries and environmental organizations in the region.

The RAP for Hamilton is one of the more advanced and is the first to reach the monitoring stage and as a result the "Bay Area Restoration Council of Hamilton-Wentworth and Halton Regions Inc" (BARC) has been incorporated as a non-profit organization and successor to the 48 stakeholder group. BARC membership includes the stakeholders and other organizations and individuals. Its mandate is to monitor the implementation of the RAP and to ensure protection and appreciation of the ecosystem of Hamilton Harbour and its watershed in the future.

III. Fish and Wildlife Habitat Restoration Steering Committee of the RAP - They decided there WAS a need for private sector funding in the partnership

There are nine identified components to the RAP, including, contaminated sediment treatment and/or removal; sewage treatment and holding tanks; industrial contaminants reduction; urban and rural soil erosion control, etc.

. . . continued

Steering Committee Con't:

Only the Fish and Wildlife Habitat Restoration component has a private sector funding requirement and as a result Project Paradise and "The Historic Cootes Paradise Restoration Fund" were born.

Implementation of the work plan, within Cootes Paradise and throughout Hamilton Harbour, is the responsibility of a management team including all partners of the Fish and Wildlife Habitat Restoration Steering Committee of the RAP.

IV. Royal Botanical Gardens - They could have said NO

The Board of Directors and management of this world renowned botanic garden have taken a significant leadership role on behalf of all 48 stakeholders and the community at large by using their resources to organize and plan the Project Paradise fund raising campaign with community volunteers.

Cootes Paradise and Grindstone Creek, sanctuaries of Royal Botanical Gardens, form part of the west end of Hamilton Harbour. Fish and Wildlife Habitat Restoration funds amounting to $7,500,000 have been allocated to these areas including the $4,000,000 from the Project Paradise private sector campaign. RBG using its scientific and technical skills in co-operation with those at McMaster University, the Canada Centre for Inland Waters and others, will oversee the implementation of the project within these sanctuaries.

V. The Historic Cootes Paradise Restoration Fund - How you can say YES

This fund was established by the Project Paradise Campaign Committee to receive all donations, be they large or small, from individuals, groups and organizations, foundations and corporations. Each donation of $500 to the fund, which may be pledged over five years, will restore one of 8000 (500 square metre) lots in the wetlands/woodlands of Cootes Paradise. In effect, every dollar donated restores one square metre of wetland! Certificates of recognition, suitable for framing, will be issued to each donor or group of donors stating the number of lots restored.

Conclusion

Well there you have it! The chronological story of how we have today a unique opportunity to restore this natural treasure. The success of Project Paradise and the final completion of the RAP over the next few years will provide a healthy, self-sustaining harbour environment. It will be the realization of a dream for decades in the Hamilton-Wentworth/Burlington region.

There are substantial economic benefits for the Hamilton region as documented in a September 1993 Environment Canada report on "Restoration, Enhancement and Protection of Great Lakes Basin Watersheds". There are educational and recreational benefits as well, but in the long term, the improved water quality and community health are the substantial benefits for all citizens of the region. With The Greater Vision of Project Paradise let us all work together to "Make Cootes Paradise, Again" and "Bring Back the Bay".

Respectfully submitted on behalf of the Project Paradise Volunteer Committee.

William W. (Bill) Nelson
Volunteer Campaign Chair

David W. Chambers
Campaign Director

For more information call the RBG Project Paradise Campaign office at 905-527-1610 or 1-800-563-7864. Fax no 905-577-0375.

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1994 04 07

To the Chairman and Members,
Operations and Finance Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

(i) Burkholder Drive, Grade 7, St. Marie Among the Hurons, Midland, Ontario, 1994 06 14 (Tuesday)

(ii) Memorial, Grades 6-8, Camp Wanakita, Haliburton, 1994 06 08-11 (Wednesday to Saturday)

(iii) W. H. Ballard, Grade 8, Stratford Festival and City Tour, Stratford, 1994 06 07-08 (Tuesday to Wednesday)

(iv) Barton, Grades 10-OAC, Concert Band and Singers Tour, Kingston and Ottawa, 1994 05 11-14 (Wednesday to Saturday)

(v) Delta, Grades 9-OAC, Stratford Festival, Stratford, 1994 05 11 (Wednesday)

(vi) Sherwood, Grades 9-OAC, Track Meet, Mansfield, Ohio, 1994 04 14-16 (Thursday to Saturday)

(vii) Westdale, Grade 11, Shaw Festival, Niagara-on-the-Lake, 1994 04 28 (Thursday)

(viii) Westdale, Grade 12, tour of Niagara Falls, Ontario and U.S., 1994 06 09 (Thursday)

(ix) That up to 110 students, Grades 6-8 Art, be permitted to attend the Arts Camp, Camp Kwasind, Huntsville, 1994 05 29-1994 06 02 (Sunday to Thursday)

Respectfully submitted,

D. W. Goodridge
Director of Education
and Secretary

cv

1994 04 07

To: Chairman and Members
Operations and Finance Committee

From: School Year Calendar Committee

Re: 1994-95 School Year Calendars

Report: Information / Decision

BACKGROUND

As directed by the recommendation contained in the School Year Calendar Committee report 1993 04 06, the committee convened 1993 12 10 to enable a thorough review of community submissions, selection of dates and the effective use of Professional Activity Days (Appendix I)

Committee members included representation from Trustees, the offices of the Superintendents of Schools, the Program Department, Staff Development, HTF, OSSTF, AEFO, HSSPC, HPA, Human Resources Department and George P. Vanier School.

Letters from community groups bringing to the committee's attention special days and events were considered and where possible requests were accommodated.

The Ministry memorandum from the Acting Regional Director W.T. Kirkwood (Appendix II) served as the basis for establishing the opening and closing dates for the school year, the number of instructional days and the number of professional activity days.

Wherever possible, the dates of Professional Activity Days for elementary and secondary schools were co-ordinated. As well, these dates were co-ordinated with those selected by the Hamilton Wentworth Roman Catholic Separate School Board.

Superintendents of Schools met with the President of HSSPC 1994 03 24 to review the scheduling of evaluation days and the appropriate use of Professional Activity Days.

Attached are the proposed School Year Calendars submitted by the committee (Appendix III).

ISSUE

To determine Board approval for the proposed 1994-95 School Year Calendars.

RECOMMENDATION

That the 1994-95 School Year Calendars be approved.

RATIONALE

Appendix I	Focus for Professional Activity Days
Appendix II	Ministry Memorandum 1994 02 14
Appendix III	Proposed 1994-95 School Year Calendars

Prepared by: Frank Cooke
Assistant Superintendent of Program

Approved by: D.W. Goodridge,
Director and Secretary of the Board

FC/pgb
94/03/22

School Year Calendar 1994-95

Focus for Professional Activity Days

Professional Activity Days are included in the 1994-95 school year calendar to enable teachers to focus on a number of organizational and program interests.

The Professional Activity Days provide opportunities for the development and implementation of the School Plan. As well, they provide opportunities for junior, middle and secondary school staff to work together in the implementation process of program initiatives such as the Common Curriculum Grades 1 to 9.

The knowledge and skills acquired by principals and teachers through Professional Activity Days support the implementation of the initiatives delineated in the School Plan. Professional Activty Days provide an opportunity for staff to review and revise the School Plans, thereby ensuring that effective program and services are delivered.

The Common System-Wide Professional Activity Day provides teachers, clerical, custodial and educational assistant staff, opportunities to participate in a variety of staff development programs.

Elementary interview days provide opportunities for face-to-face sharing of information with parents/guardians regarding student progress and planning for future programing and placement.

The HTF, OSSTF and AEFO Professional Activity Days enable princpals and teachers to keep abreast of policy developments and program initiatives that impact on professional performance, school organization and the effective delivery of programs and services to students in the classroom.

Turnaround days in secondary schools take place at the end of semester. Activities include report preparation, credit granting and promotion meetings. Decisions are made regarding the placement of exceptional students. Registrations are completed and adjustments are made in student timetables. Textbooks are returned and reissued for the second semester. Opportunities are available for adjustments to be made to the School Plan.

Year End Professional Activity Days in elementary and secondary schools focus on administrative matters related to planning, placements, promotions, reporting and commencement. School committees meet to evaluate school policies such as the discipline code, health and safety procedures etc. Divisional teams and department members meet to review and revise curriculum materials and assessment practices. Administrators complete individual teacher evaluation.

Appendix I

School Year Calendar 1994-95

General Outline of Proposed Activities

Elementary

September	In-School Planning/Interface	Monday, September 26
November	In-School Planning	Tuesday, November 1
December	Interviews	Wednesday, December 7
January	In-School Planning/Interface	Tuesday, January 31
February	Common System Program Day	Friday, February 24
March	Interviews / In-School Planning	Wednesday, March 29
May	Federation Day	Friday, May 12
June	Interviews	Monday, June 5
June	Year End	Friday, June 30

Appendix I

School Year Calendar 1994-95

General Outline of Proposed Activities

Secondary

		Teaching Days	Evaluation Days	P.A. Days	Total School Days
Semester I -	Begins Sept. 6 Ends January 31	86	6 - 7	2 - 3	95
Semester II -	Begins February 1 Ends June 30	86	7 - 8	6 - 7	100
TOTAL		**186** Instructional Days		**9**	**195**

* * * * * * *

September	In-school Planning/Interface Programmation	Monday, September 26, 1994 lundi, le 26 Septembre
January	Turnaround/Interface	Monday & Tuesday January 30 & 31 / lundi, le 30 Janvier et mardi, le 31 Janvier
February	System Program Day	Friday, February 24
May	Federation Day Journée federation	Friday, May 12 vendredi, le 12 Mai
June	Year End Fin de l'année	Between Monday, June 26 & Friday, June 30 Entre lundi, Juin 26 et vandredi, Juin 30

Ontario

APPENDIX II

Ministry of Education and Training

Ministère de l'Éducation et de la Formation

Central Ontario Region
2025 Sheppard Ave East
Suite 3201
North York ON M2J 1W4
(416) 491-0330

Centre de l'Ontario
2025 av Sheppard est
Bureau 3201
North York ON M2J 1W4
(416) 491-0330

February 14, 1994

R.O. #05/93-94

MEMORANDUM TO: DIRECTORS OF EDUCATION AND
SECRETARY-TREASURERS OF SCHOOL BOARDS
CENTRAL ONTARIO REGION

RE: **School Year Calendar 1994-95**

I am pleased to enclose for your use the blank forms for the preparation of the 1994-95 school year calendars. Sufficient copies are provided to supply one form for each school in your jurisdiction. Extra copies of the form may be photocopied to meet any further requirements you may have.

The policy concerning the preparation of the school year calendars is provided in Regulation 304 R.R.O (822/82). The following outline provides highlights of the regulation calendars. Additional copies will be forwarded to your office for distribution to the school boards within your region.

1. Regulation 304 R.R.O. 1990 provides that school boards are required to prepare, adopt and submit to the Regional Directors of Education, on or before the first day of May, the school year calendar(s) to be followed in the schools in their jurisdiction for the subsequent school year.

2. Subsection 5(1) of the regulation provides that where a school board wishes to adopt a school year calendar that is different from the requirements in section 2 of the regulation, the board shall submit the proposed school year calendar to the Ministry of Education for approval on or before the first day of March preceding the school year.

3. Subsection 4(3) states that a school calendar shall be accompanied by a general outline of the activities to be conducted on the professional activity days identified on the calendar.

.../2

4. For the school year calendar 1994-95, there are 197 potential school days from September 1, 1994 - June 30, 1995. School boards are required to identify a minimum of 194 school days of which there are at least 185 instructional days and no more than 9 professional activity days.

5. The accompanying calendar provides 3 extra days in excess of the minimum of 194 which must be taken either at the beginning or end of the school year.

NOTE: *In order to comply with the terms of the Social Contract school boards may need to schedule unpaid leave days into their school year calendar.*

School boards must ensure that the minimum number of 185 instructional days is preserved. If a school board elects to increase the number of school days beyond 194 (to a maximum of 197) it should show the additional days as instructional days on the School Year Calendar.

School boards requesting permission to use modified school year calendars for a school or schools within their jurisdiction are requested to submit a report which describes the decision making process that has occurred at the school board level and shows that the following matters have been satisfied:

1. Consultation with and agreement by a majority of constituent stakeholders including parents, teachers, ratepayers and other members of the community.

2. Consultations with all coterminous and contiguous school boards.

3. The motion indicating that the modified school year calendar has been approved by the school board.

For schools with common calendars, please send only one completed calendar with the school names on an attached sheet of paper.

If you have any questions with respect to these policies and procedures, please contact your liaison officer in Central Ontario Region.

W. T. Kirkwood
Acting Regional Director

Enclosures

Ministry of Education and Training
Ontario

School Year Calendar
1994 - 95

☒ Elementary ☐ Secondary

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☒ Half Day

School Board: Board of Education for the City of Hamilton

School: Elementary

Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	1	18					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
									H															P				
October	0	20		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
									H																			
November	1	21			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
					P																							
December	1	14					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
											P											H	H	H	H	H	H	H
January	1	18		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
				H	H	H																			P			
February	1	19				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28			
																							P					
March	1	17				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
														H	H	H	H	H								P		
April	0	18		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
													H	H														
Education May Week	1	21		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
													P						H									
June	2	20					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
									P																			P
Total	9	186																										

Note: The Regular School Year Calendar 1994-95 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

63-0997 (Revised 01/94)

Ministry of Education and Training
Ontario

School Year Calendar
1994 - 95

☐ Elementary ☒ Secondary

School Board: Board of Education for the City of Hamilton

School: Barton

Approved by (signature of Board Officer)

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☒ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	0	19	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
									H																			
October	0	20	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
									H																			
November	0	20	2		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
										E	E																	
December	0	14	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																					H	H	H	H	H	H	H	H
January	2	13	5	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
				H	H														E	E	E	E	E	P	P			
February	1	19	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28			
																							P					
March	0	18	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
														H	H	H	H	H										
April	0	16	2	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
											E	E	H	H														
May Week	1	21	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
													P						H									
June	5	11	6				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																		E	E	E	E	E	E	P	P	P	P	P
Total	9	171	15																									
		186																										

Note: The Regular School Year Calendar 1994-95 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

Ministry of Education and Training
Ontario

School Year Calendar 1994 - 95

☐ Elementary ☒ Secondary

School Board	Board of Education for the City of Hamilton
School	Delta
Approved by (signature of Board Officer)	

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☒ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	0	19	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
									H																			
October	0	20	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
									H																			
November	1	20	1		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
									E	P																		
December	0	14	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																					H	H	H	H	H	H	H	H
January	1	13	6	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
				H	H														E	E	E	E	E	E	P			
February	1	19	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28			
																							P					
March	0	18	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
														H	H	H	H	H										
April	1	16	1	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
													H	H														
Education May Week	1	21	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
													P						H									
June	4	11	7				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																		E	E	E	E	E	E	E	P	P	P	P
Total		171	15																									
		186																										

Note: The Regular School Year Calendar 1994-95 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

Ministry of Education and Training
Ontario

School Year Calendar
1994 - 95

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☑ Half Day

School Board: Board of Education for the City of Hamilton

School: Glendale

Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	1	18	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
									H															P				
October	0	20	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
									H																			
November	0	19	3		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
										E	E	E																
December	0	14	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																					H	H	H	H	H	H	H	H
January	1	15	4	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
				H	H																E	E	E	E	P			
February	1	19	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28			
																							P					
March	0	18	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
														H	H	H	H	H										
April	0	15	3	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
										E	E	E	H	H														
Education May Week	1	21	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
													P						H									
June	5	12	5				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																			E	E	E	E	E	P	P	P	P	P
Total	9	171	15																									
		186																										

Note: The Regular School Year Calendar 1994-95 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

Ministry of Education and Training
Ontario

School Year Calendar 1994 - 95

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☒ Half Day

School Board: Board of Education for the City of Hamilton

School: Hill Park

Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	1	19	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
									H															P				
October	0	20	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
									H																			
November	1	19	2		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
									E	E	P																	
December	0	14	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																					H	H	H	H	H	H	H	H
January	2	14	4	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
				H	H														E	E	E	E	P	P				
February	1	19	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28			
																							P					
March	0	18	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
														H	H	H	H	H										
April	0	15	3	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
							E	E	E				H	H														
Education May Week	1	21	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
													P						H									
June	3	14	5				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																					E	E	E	E	P	E	P	P
Total		172	14																									
		186																										

Note: The Regular School Year Calendar 1994-95 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

Ministry of Education and Training
Ontario

School Year Calendar
1994 - 95

☐ Elementary ☒ Secondary

School Board: Board of Education for the City of Hamilton

School: Mountain Secondary School

Approved by (signature of Board Officer)

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☑ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	1	18	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
									H															P				
October	0	20	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
									H																			
November	0	22	0		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
December	0	14	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																					H	H	H	H	H	H	H	H
January	2	14	4	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
				H	H															E	E	E	E	P	P			
February	1	19	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28			
																							P					
March	0	18	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
														H	H	H	H	H										
April	0	18	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
													H	H														
ducation May Week	1	21	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
													P						H									
June	4	14	4				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																					E	E	E	E	P	P	P	P
Total	9	178	8																									
		186																										

Note: The Regular School Year Calendar 1994-95 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

53 0997 (Revised 01/94)

Ministry of Education and Training
Ontario

School Year Calendar 1994 - 95

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☒ Half Day

School Board: Board of Education for the City of Hamilton

School: Parkview

Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	0	19	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
									H																			
October	0	20	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
									H																			
November	0	19	3		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
									E	E	E																	
December	0	14	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																					H	H	H	H	H	H	H	H
January	2	14	4	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
				H	H															E	E	E	E	P	P			
February	1	19	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28			
																							P					
March	0	18	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
														H	H	H	H	H										
April	0	15	3	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
										E	E	E	H	H														
Education May Week	1	21	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
													P						H									
June	5	12	5				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																			E	E	E	E	E	P	P	P	P	P
Total	9	171	15																									
		186																										

Note: The Regular School Year Calendar 1994-95 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

53 0997 (Revised 01/

Ministry of Education and Training
Ontario

School Year Calendar 1994 - 95

☐ Elementary ☒ Secondary

School Board: Board of Education for the City of Hamilton

School: Scott Park

Approved by (signature of Board Officer)

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☒ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	0	19	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
									H																			
October	0	20	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
									H																			
November	0	19	3		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
									E	E	E																	
December	0	14	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																					H	H	H	H	H	H	H	H
January	2	14	4	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
				H	H															E	E	E	E	P	P			
February	1	19	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28			
																							P					
March	0	18	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
														H	H	H	H	H										
April	0	15	3	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
										E	E	E	H	H														
Education May Week	1	21	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
													P						H									
June	5	12	5				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																			E	E	E	E	E	P	P	P	P	P
Total	9	171	15																									
		186																										

Note: The Regular School Year Calendar 1994-95 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

53-0997 (Revised 01/94)

Ministry of Education and Training
Ontario

School Year Calendar 1994 - 95

☐ Elementary ☒ Secondary

School Board	Board of Education for the City of Hamilton
School	Sherwood
Approved by (signature of Board Officer)	

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☑ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	1	18	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
									H	P																		
October	0	20	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
									H																			
November	0	20	2		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
							E	E																				
December	0	15	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																					H	H	H	H	H	H	H	H
January	2	12	5	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
				H	H													E	E	E	E	E		P	P			
February	1	19	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28			
																							P					
March	0	18	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
														H	H	H	H	H										
April	0	17	1	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
									E				H	H														
Education May Week	1	21	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
													P						H									
June	4	11	7				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																		E	E	E	E	E	E	E	P	P	P	P
Total	9	171	15																									
		186																										

Note: The Regular School Year Calendar 1994-95 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

63-0997 (Revised 0

Ministry of Education and Training
Ontario

School Year Calendar 1994 - 95

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☒ Half Day

School Board: Board of Education for the City of Hamilton

School: Sir Allan MacNab

Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	1	18	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
									H															P				
October	0	20	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
									H																			
November	0	19	3		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
									E	E	E																	
December	0	15	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																					H	H	H	H	H	H	H	H
January	2	14	4	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
				H	H															E	E	E	E	P	P			
February	1	20	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28			
																							P					
March	0	18	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
														H	H	H	H	H										
April	0	15	3	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
										E	E	E	H	H														
Education May Week	1	21	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
													P						H									
June	4	13	5				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																				E	E	E	E	E	P	P	P	P
Total	9	171 186	15																									

Note: The Regular School Year Calendar 1994-95 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

63-0997 (Revised 01/94)

Ministry of Education and Training
Ontario

School Year Calendar 1994 - 95

☐ Elementary ☒ Secondary

School Board: Board of Education for the City of Hamilton

School: Sir John A. Macdonald

Approved by (signature of Board Officer)

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☑ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	0	19	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
									H																			
October	0	20	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
									H																			
November	0	19	3		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
									E	E	E																	
December	0	14	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																					H	H	H	H	H	H	H	H
January	2	14	4	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
				H	H															E	E	E	E	P	P			
February	1	19	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28			
																							P					
March	0	18	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
														H	H	H	H	H										
April	0	15	3	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
										E	E	E	H	H														
ducation May Week	1	21	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
													P						H									
June	5	12	5				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																			E	E	E	E	E	P	P	P	P	P
Total		171	15																									
		186																										

Note: The Regular School Year Calendar 1994-95 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

Ministry of Education and Training
Ontario

School Year Calendar
1994 - 95

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☒ Half Day

School Board: Board of Education for the City of Hamilton

School: Sir Winston Churchill

Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week M	1st Week T	1st Week W	1st Week T	1st Week F	2nd Week M	2nd Week T	2nd Week W	2nd Week T	2nd Week F	3rd Week M	3rd Week T	3rd Week W	3rd Week T	3rd Week F	4th Week M	4th Week T	4th Week W	4th Week T	4th Week F	5th Week M	5th Week T	5th Week W	5th Week T	5th Week F
September	0	19	0				1	2	6	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
									H																			
October	0	20	0	3	4	6	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
									H																			
November	1	21	0		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
													P															
December	0	14	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																					H	H	H	H	H	H	H	H
January	2	13	5	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
				H	H														E	E	E	E	E	P	P			
February	1	19	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28			
																							P					
March	0	18	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
														H	H	H	H	H										
April	1	17	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
								P					H	H														
Education May Week	1	21	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
													P						H									
June	3	14	5				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																					E	E	E	E	E	P	P	P
Total	9	176	10																									
		186																										

Note: The Regular School Year Calendar 1994-95 provides a total of 197 school days to be comprised of at least 185 Instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

63-0997 (Revised 01/94)

Appendix III

Ministry of Education and Training
Ontario

School Year Calendar 1994 - 95

☐ Elementary ☒ Secondary

School Board: Board of Education for the City of Hamilton

School: Westdale

Approved by (signature of Board Officer)

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☑ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	1	18	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
									H															P				
October	0	20	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
									H																			
November	0	19	3		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
									E	E	E																	
December	0	14	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																					H	H	H	H	H	H	H	H
January	2	14	4	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
				H	H															E	E	E	E	P	P			
February	1	19	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28			
																							P					
March	0	18	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
														H	H	H	H	H										
April	0	14	4	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
					E	E	E	E					H	H														
Education May Week	1	21	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
													P						H									
June	4	14	4				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																					E	E	E	E	P	P	P	P
Total		171	15																									
		186																										

Note: The Regular School Year Calendar 1994-95 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

Ministry of Education and Training
Ontario

School Year Calendar 1994 - 95

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☑ Half Day

School Board: Board of Education for the City of Hamilton

School: Westmount

Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	0	19	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
									H																			
October	0	19	1	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
									H							E												
November	0	21	1		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
																					E							
December	0	14	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																					H	H	H	H	H	H	H	H
January	2	13	5	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
				H	H														E	E	E	E	E	P	P			
February	1	19	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28			
																							P					
March	0	17	1			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
						E								H	H	H	H	H										
April	0	17	1	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
													H	H							E							
Education May Week	1	20	1	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
													P						H							E		
June	5	12	5				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																			E	E	E	E	E	E	P	P	P	P
Total	9	171	15																									
		186																										

Note: The Regular School Year Calendar 1994-95 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

53 0997 (Revised 01/94)

Ministère de l'Éducation et de la Formation
Ontario

Calendrier scolaire 1994 - 95

☐ élémentaire ☐ secondaire

conseil scolaire: Le Conseil de l'éducation de la ville de Hamilton

école: Ecole secondaire Georges P. Vanier

approuvé par (signature du reponsable du conseil)

Sigles : C - congés scolaires; E - jour d'examen déterminé; P - journée pédagogique; ☑ demi-journée

- FOR INFORMATION ONLY -

Mois	Journées pédagogiques	Jours de cours	Jours d'examen déterminés	1er semaine					2e semaine					3e semaine					4e semaine					5e semaine				
				L	M	M	J	V	L	M	M	J	V	L	M	M	J	V	L	M	M	J	V	L	M	M	J	V
septembre	1	18	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
									C															P				
octobre	0	20	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
									C																			
novembre	0	20	2		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
							E	E																				
décembre	0	12	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																			C	C	C	C	C	C	C	C	C	C
janvier	2	14	5	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
				C															E	E	E	E	E	P	P			
février	0	20	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28			
mars	0	18	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
														C	C	C	C	C										
avril	0	16	2	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
							E	E					C	C														
mai	1	21	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
													P						C									
juin	5	11	6	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
																		E	E	E	E	E	E	P	P	P	P	P
Total	9	170	15																									
		185																										

Remarque : Normalement, le calendrier scolaire 1994-95 comporte au total 197 jours d'école dont 185 au moins seront des journées d'enseignement et pas plus de 9 seront des journées pédagogiques. Il reste ainsi 3 autres jours (au-dessus du minimum de 194) qui, en règle générale, doivent être pris soit au début, soit à la fin de l'année scolaire.

03 0097 (RAvisA 01)

- FOR INFORMATION ONLY -

REPORT OF THE
NAME SEARCH COMMITTEE – MOUNTAIN SECONDARY SCHOOL

Present: Trustees G. Korz (Chairman), Hicks, Orban and Rodgerson.

Also
Present: Trustees Mulholland and Rogers.

Officials Present: N. Nicholls (Superintendent of Schools – Areas 2 and 4)

The Committee recommends:

ELEMENTARY/SECONDARY

1. That Superintendent Nicholls provide a description of the aims and vision of the Mountain Secondary School.

2. That an invitation to submit names to this Committee by mid–May be extended to the following:

a) the Principal, students and staff of Crestwood and Caledon schools
b) the Ontario Secondary School Teachers' Federation, District 8
c) a general invitation to the system (via PROFs)

Respectfully submitted,

Committee Room,
1994 03 21

G. KORZ
Chairman

URBAN/MUNICIPAL
CA4 ON HBL W26
A34
1994

AGENDA
OPERATIONS AND FINANCE COMMITTEE
1994 05 05

GOVERNMENT DOCUMENTS
MAY
URBAN

Confirmation of the minutes of the special meeting of 1994 02 17.

GENERAL

NEW BUSINESS:

1. Audited Financial Statement of the Board - **Please see attached package**
2. Audited Financial Statement of the Board for the City of Hamilton Foundation - **Please see attached package**
3. Tenders - Hill Park Secondary School - **Pages 1 and 2**
4. Tenders - Hillsdale School - **Pages 3 to 5**
5. a) Holiday Schedule for the Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools for the 1994-1995 School Year - **Page 6**

   b) Closure Schedule for the Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools - **Page 7**
6. Report of the Transportation Committee (to be deferred to June)
7. Report of the Special Education Advisory Committee - **Page 8**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - **Page 9**
2. Survey Request from Statistics Canada - **Pages 10 to 15**

1994 05 05

TO: Chairman & Members
Operations & Finance Committee
Board of Education for the City of Hamilton

FROM: R.T. Orlando
Superintendent of Plant

Prepared by: R.T. Orlando
Superintendent of Plant

I. Polidori
Manager of Financial Services

REPORT: For decision

BACKGROUND:

As part of the 1993 Accommodation report the Board approved an estimated cost of 2.0 million for Phase II of the renovation and addition to Hill Park Secondary School for 1994. Subsequently, in November of 1993, the Board approved proceeding with the Working Drawing & Tender stages for the project. In addition the Board directed the Superintendent of Plant to provide a report together with recommendations upon completion of the tender phase.

ISSUE:

To obtain approval to award a contract for Phase II of the Hill Park renovation/addition project.

RECOMMENDATIONS:

(1) That a contract be awarded to Derbtile Construction Inc. in the amount of $1,756,940.

(2) That funds be provided for this project in the amount of $2,170,000.

(3) That application for final approval be submitted to the Ontario Municipal Board.

(4) That pursuant to the provisions of Part IX, Section 235, subsection 1, of the Education Act, the Superintendent of Finance and Treasurer be authorized to make application to the Ontario Municipal Board for approval to issue debentures for the firm sum of $2,170,000 for the renovation and addition, Phase II, Hill Park Secondary School on East 16th Street in the City of Hamilton and further requests that the said money be raised by the sale of debentures of the said Regional Municipality of Hamilton-Wentworth with repayment term not to exceed twenty (20) years and that the appropriate By-Law for the said purpose to be passed by the Council of said Regional Municipality.

RATIONALE:

Working drawings were completed and tenders were advertised for the project and the Board is subsequently in receipt of the following bids:

Contractor	Base Bid	GST	Optional Washroom Ren. (Credit)	Optional Lockers Credit	TOTAL Base + GST
Derbtile Constr.Inc.	1,814,000	126,880	120,000	52,000	1,940,880
Martin-Stewart Contracting	1,838,000	128,660	106,000	40,000	1,966,660
T.R. Hinan Contrs. Inc.	1,860,000	130,220	94,000	54,000	1,990,220
Kemp Const. Ltd.	1,860,000	130,690	60,000	55,000	1,990,690
*D.N.A. Contracting	1,865,000	130,550	NIL	55,000	1,995,550
G.S. Wark	1,880,000	131,600	108,000	40,000	2,011,600
Bestco Const. Co.	1,881,000	131,000	73,000	45,000	2,012,000
Tarradyne Const.	1,934,150	135,380	98,000	45,590	2,069,530
Melloul-Blamey Constr.	1,954,150	136,790	100,000	50,000	2,090,940
Cochren Bros. Ltd.	1,980,000	138,600	60,000	49,800	2,257,200
New General Contrs. Ltd.	2,030,000	142,000	85,000	42,500	2,172,000

*D.N.A. Contracting did not provide break-out price for credit with respect to optional washroom renovation item.

The Superintendent of Plant recommends that the lowest tender in accordance with the plans and specifications submitted by Derbtile Construction Inc. be accepted and that the Board accept the credits for the optional renovations to washrooms and for the supply and installation of lockers $120,000 and $52,000 respectively, and that these items be referred for inclusion in Phase III of this project.

Contract ... (Base less optional items noted plus GST)	$1,756,940
Permit & Contingency	100,000
Architects Fees	293,798
Moving Furniture & Equipment	5,000
Debenturee & O.M.B. Costs...	14,262
	$2,170,000

1994 05 05

TO: Chairman & Members
Operations & Finance Committee

FROM: R.T. Orlando
Superintendent of Plant

Prepared by: R.T. Orlando
Superintendent of Plant

I. Polidori
Manager, Financial Services

REPORT: For decision

BACKGROUND:

As part of the 1993 Accommodation report the Board approved an estimated cost of 1,130,000 for Phase II of the renovation to Hillsdale School in 1994. Subsequently, in November of 1993, the Board approved proceeding with the Working Drawing & Tender stages for the project. In addition the Board directed the Superintendent of Plant to provide a report together with recommendations upon completion of the tender phase.

ISSUE:

To obtain approval to award a contract for Phase II of the Hillsdale renovation project.

RECOMMENDATIONS:

(1) That a contract be awarded to Martin-Stewart Contracting in the amount of $916,883.

(2) That funds be provided for this project in the amount of $1,145,000.

(3) That application for final approval be submitted to the Ontario Municipal Board.

(4) That pursuant to the provisions of Part IX, Section 235, subsection 1, of the Education Act, the Superintendent of Finance and Treasurer be authorized to make application to the Ontario Municipal Board for approval to issue debentures for the firm sum of $1,145,000 for Phase II of the renovation of Hillsdale School on Eastwood Street in the City of Hamilton and further requests that the said money be raised by the sale of debentures of the said Regional Municipality of Hamilton-Wentworth with repayment term not to exceed twenty (20) years and that the appropriate By-Law for

the said purpose to be passed by the Council of said Regional Municipality.

RATIONALE:

Working drawings were completed and tenders were advertised for this project. The Board is subsequently in receipt of the following bids:

		Contractor	Base Bid	G.S.T.	Ktg'n-Pl.Gr. Renov. Option	G.S.T.	Total Incl. G.S.T.
(W) (X)		Derbtile Const.Inc.	735,000	51,450	42,000	2,940	831,390
		Martin-Stewart Contracting	816,600	57,162	40,300	2,821	916,883
(X) (Y)	(1)	Bestco Const.Corp.	822,000	57,700	39,000	2,730	921,430
		STF Const. Ltd.	815,212	57,064.84	61,147	4,280.29	937,704.13
(Y)	(2)	Jamesway Gen.Contr.	829,827	58,083	49,792	3,485	941,187
(X) (Y)		T.R. Hinon Contr.Inc.	845,000	59,150	38,425	2,690	945,265
(X) (Y)		G.S. Wark Ltd.	835,000	58,450	49,000	3,430	945,880
(X) (Y)		Carmen Contrs.	847,000	59,290	43,120	3,018.40	952,428.40
		Stoney Creek Gen. Contrs.	867,697	60,739	48,951	3,427	980,814
(Z)		Pegdon Const. Ltd.	868,200	60,774	64,740	4,531	998,245
(X) (Y)		Genspec Const.Ltd.	885,000	61,950	50,000	3,500	1,000,450
(X)(Y)(3)&(5)		D.N.A. Contrs.	958,000	67,000	-	-	1,025,000
		New General Contrs. Ltd.	920,000	64,400	38,000	2,660	1,025,060
(X) (Y)	(4)	V.H. Constr. Ltd.	980,000	68,000	25,000	1,750	1,074,750
(X) (Y)		Ener-Save Constr.	975,000	68,250	30,000	2,100	1,075,350
(X) (Y)		Frank Buffalino & Sons	1,065,000	74,550	20,000	1,400	1,160,950
		Concordia Project Management	1,086,000	76,020	55,000	3,850	1,220,870

(W) This contractor did not provide an Agreement to Bond as required.

(X) This contractor did not provide Workmens' Compensation status information as requested.

(Y) This contractor did not provide Canadian Construction Association, Form 11, information as requested.

(Z) This contractor provided a 50% performance bond as opposed to a 100% performance bond as requested.

NOTES:

(1) Bestco Construction Co. - incorrect GST on Base Bid, adjusted GST $57,540, adjusted Total Bid $921,270.

(2) Jamesway General Contr. - incorrect GST on Base Bid, adjusted GST $58,087, adjusted Total Bid $941,191.

(3) D.N.A. Contractors - incorrect GST on Base Bid, adjusted GST $67,060, adjusted Total Bid $1,025,060.

(4) V.H. Construction Ltd. - incorrect GST on Base Bid, adjusted GST $68,600, adjusted Total Bid $1,075,350.

(5) D.N.A. Contractors did not provide all prices requested.

The low bid for this project was submitted by Derbtile Contractors Inc. This contractor did not provide either the Workers' Compensation forms or the Agreement to Bond with respect to performance and material and labour bonds as required. For this reason the Superintendent of Plant is recommending that a contract be awarded, including the Kindergarten playground options, to Martin-Stewart Contracting, the lowest bidder, in accordance with the specifications and tender documents.

Contract	916,883
Permit & Contingency...	60,000
Architects fees...	154,000
Moving Furniture & Equipment	5,000
Debenture & O.M.B. Costs...	9,117
	$1,145,000

1994 05 05

TO: The Chairman and Members
Operations and Finance Committee

FROM: Richard W. Binns
Superintendent of Human Resources

RE: **HOLIDAY SCHEDULE FOR THE EDUCATION CENTRE, DUNDURN BUILDING, MOUNTAIN/LOWER CITY OFFICES AND SCHOOLS FOR THE 1994-95 SCHOOL YEAR**

Issue

To establish a Holiday Schedule for the Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools for the 1994-95 School Year

Recommendation

That the following Holiday Schedule for the Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools be incorporated into the 1994-1995 School Year Calendar.

Monday, September 5, 1994	- Labour Day
Monday, October 10, 1994	- Thanksgiving Day
Friday, December 23, 1994	- 12:00 Noon Closing
Monday, December 26, 1994	- in lieu of Christmas Day
Tuesday, December 27, 1994	- in lieu of Boxing Day
Friday, December 30, 1994	- 12:00 Noon Closing
Monday, January 2, 1995	- in lieu of New Year's Day
Friday, April 14, 1995	- Good Friday
Monday, April 17, 1995	- Easter Monday
Monday, May 22, 1995	- Victoria Day
Monday, July 3, 1995	- in lieu of Canada Day
Monday, August 7, 1995	- Civic Day

1994 05 05

TO: The Chairman and Members
Operations and Finance Committee

FROM: Richard W. Binns
Superintendent of Human Resources

RE: **CLOSURE SCHEDULE FOR THE EDUCATION CENTRE, DUNDURN BUILDING, MOUNTAIN/LOWER CITY OFFICES AND SCHOOLS**

Background

Senior Management discussed the feasibility of closure periods during the calendar year that would count as employee vacation days or as unpaid leaves of absence where applicable.

Issue

To establish closure periods for the Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools, commencing September 1994.

Recommendation

As normal practice, the following periods of closure for the Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools, commencing September 1994, be approved:

Period Between Christmas Day and New Year's Day
Last Week of July and First Week in August (two weeks)

Rationale

The recommended closure times would allow for the least disruption of operations and increased efficiency during the calendar year.

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1994 05 05

To the Chairman and Members,
Operations and Finance Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

(i) Cardinal Heights, Grade 7, Fort George/Fort Niagara, Niagara Falls area, 1994 06 24 (Friday)

(ii) G.L. Armstrong, Grades 6-8, Camp Wanakita, Haliburton region, 1994 05 25-28 (Wednesday to Saturday)

(iii) Gibson, Grades 4-5, Niagara Falls and surrounding area, Niagara Falls, 1994 06 14-15 (Tuesday to Wednesday)

(iv) Highview, Grade 6, Kingston and surrounding area, Kingston, 1994 05 25-26 (Wednesday to Thursday)

(v) Highview, Grade 7, Midland and surrounding area, Midland, 1994 05 25-26 (Wednesday to Thursday)

(vi) Highview, Grade 8, Camp Kilcoo, Haliburtion region, 1994 05 31-06 04 (Tuesday to Saturday)

(vii) Linden Park, Grades 4-5, Teen Ranch, Orangeville, 1994 05 26-27 (Thursday to Friday)

(viii) Sanford Avenue, Grades SK-5, Christie Conservation Area, Dundas, 1994 06 17 (Friday), 1994 06 24 - Rain Date (Friday)

(ix) Sherwood, Grade 12, Niagara Falls, 1994 05 19 (Thursday)

(x) Sir Winston Churchill, Special Needs Students, Valens Conservation Area, Flamborough, 1994 06 01-03 (Wednesday to Friday)

Respectfully submitted,

D. W. Goodridge
Director of Education
and Secretary

cv

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Dr. Adamson (Chairman); Trustees Bishop, Mulholland and Patenaude; Mesdames Bramberger, Dalziel, Elliott, Kerr Jaskiewicz, Kadar, Kappheim and Oommen; Messrs. Bucsis and Shields; Dr. Van der Spuy.

Officials Present: E. Bond (Superintendent of Program) and J. Tomlinson (Co-ordinator of Special Education).

Also Present: A. Mutart (Hamilton Teachers' Federation), E. Collins (Hamilton Principals' Association) and P. Smith (Hamilton Secondary School Principals' Council).

The Committee recommends:

GENERAL

1. That insurance companies of parents who request that an Educational Assistant be assigned to work directly with their child who has "acquired brain injury" as a result of an accident be billed by the Board.

Respectfully submitted

DR. I. ADAMSON
Chairman

Committee Room
1994 04 27

1994 05 05

TO: **The Chairman and Members**
Operations and Finance Committee

FROM: **P. Gillie, Superintendent - Administrative Services**

RE: **Survey Request from Statistics Canada**

REPORT: **Decision**

BACKGROUND:

1. A request has been received from Statistics Canada to obtain input at the pilot stage from Elementary School Teachers and Principals, in the content and design of a Teacher Questionnaire and a Principal Questionnaire being developed for use in a national study of child development.

2. The survey period is from May through to mid June, 1994.

3. Provided is an executive summary of the survey details (Appendix A) , a description provided by Statistics Canada of the survey (Appendix B) and a sample letter to the participant (Appendix C).

ISSUE :

The Education Sub- Division of Statistics Canada is requesting approval to mail a questionnaire to selected Teachers and Principals in the Hamilton Board of Education.

RECOMMENDATION :

That the request from Statistics Canada to forward a questionnaire to selected Teachers and Principals in the Hamilton Board of Education be approved.

RATIONALE:

- The National Survey of Children will be of benefit to Education.
- Participation is voluntary.
- The number of staff involved is limited. (14 in total)
- The consent of parents of students referenced has been provided and will be included with the questionnaire.

APPENDICES:

A Executive Summary
B Survey Description
C Sample Letter to Participant

APPENDIX A

EXECUTIVE SUMMARY

The following is a summary of details about the survey request. Appendix B and C provide more detail related to this summary.

1. - being conducted by the Education Sub-Division of Statistics Canada

2. - in November 1993 Parents (randomly selected by Statistics Canada) of students attending schools in Hamilton took part in a pilot test and were interviewed about their child

   - as part of the interview, parents have given consent in writing to contact the Principal and Teacher of their child in order to answer questions about the education of their child

3. - specifically the Teacher Questionnaire will include the child's academic achievement, education practices in the classroom, basic demographic information about the teacher (male, female, education, age category etc.)

4. - the Principal questionnaire will survey school practices, availability of educational resources, school climate and basic demographic information (like teacher)

5. - in the Hamilton Board there are 14 staff identified as a result of the process from the Fall

6. - participation is voluntary, meaning a staff member who receives the questionnaire can decline to participate

What is the National Survey of Children?

The *National Survey of Children* is the first Canada-wide longitudinal (ongoing) survey of children. The survey is part of the federal government's *"Brighter Futures"* initiative. Starting in 1994, it will gather information on children and their life experiences, and will follow children over time.

What is the purpose of the survey?

The survey will collect information on children to help governments and researchers to find ways to help young children grow up to be the best they can be. It will gather facts about the lives of children and the number of Canadian children living in conditions of risk.

The survey will provide information on children and their families, education, health, friends, activities, etc.

Who is doing the survey?

Statistics Canada is doing the survey for the federal department of Health Canada, formerly part of Health and Welfare Canada. You will be contacted about the survey by people from Statistics Canada.

Who will be surveyed, and when?

The *National Survey of Children* will collect information on about 25,000 children across Canada. It will take place in the fall, 1994. The survey will be repeated every two years; this is what makes it "longitudinal." Children who are under 12 years of age will be chosen at random from households across Canada.

How was I chosen for this survey?

To choose families for this survey, Statistics Canada selected households who have taken part, or are taking part, in the Labour Force Survey. Information was available from the Labour Force Survey to let us know which households had children under 12 years of age.

What will I be asked to do?

You will be asked to answer questions by telephone, or in person, by a trained Statistics Canada interviewer. In most cases, the interviews will be held in person, in your home. One parent in the household will be interviewed about each child in the family who is under the age of 12.

The survey will be repeated every two years, so that we can learn about your child(ren) as they grow and develop.

What kind of questions will be asked?

You will be asked about the health, lifestyle and development of each child (under the age of 12) in your family. You will also be asked about your child's height and weight, behaviour and activities, education, and about your family. Although some of the questions may seem personal, we need to ask about a lot of areas of your child's life to understand how to help children grow up to be the best they can be.

We will also ask for your consent so that we can contact your child's teacher about how your child is doing in school.

Will the children be answering questions too?

Children who are ten years of age or older, will be asked to answer some questions directly. Your consent for this portion of the survey will also be requested. As well, we will ask your child to take part in activities to look at his or her development in language or other areas. This will be done in your home.

Is the information confidential?

Under the federal Statistics Act, all information collected is strictly confidential. Statistics Canada employees are subject to severe penalties if they release information about particular individuals. Statistics Canada only releases summary information so that the identity of individuals can never be revealed. All survey results are carefully reviewed to ensure confidentiality. Statistics Canada is proud of the fact that we have always succeeded in safeguarding the confidentiality of the information we collect.

Because Health Canada is also developing the survey, you will be asked to share the information with that department. Health Canada is also prohibited by law from revealing any identifiable information.

APPENDIX B

PILOT TEST PROPOSAL

Background

The Education Sub-Division of Statistics Canada would like to obtain the input of elementary school teachers and principals in the content and design of a Teacher's Questionnaire and a Principal's Questionnaire. These two questionnaires are one part of a much larger, national study of child development. In November 1993 the parents of students attending schools in your district took part in a pilot test of most of the larger study's materials. As a part of this pilot-test they consented for Statistics Canada to contact their child's school teacher and principal to collect information about their child and his/her education. The names and school addresses of teachers and principals which were provided by parents will be used to conduct the pilot-test.

The questionnaires which are to be pilot-tested serve to collect information on the educational development of a specific child and some of the features of his/her school environment. Data collected by the Teacher's Questionnaire will include information on the this child's academic achievement, the education practices followed in his/her classroom, and some basic demographic information about the teacher. The Principal's Questionnaire will collect data regarding school practices, the availability of educational resources, the social climate of the school, and some basic demographic information about the principal. Both questionnaires have already undergone intensive qualitative evaluations by teachers and principals to ensure their ease of completion and relevance. As well, the content of these questionnaires has been developed in consultation with educational researchers.

Objectives of the Pilot-Test

The pilot-test will serve to fulfill several objectives:

- To obtain a final examination of the questionnaires using a broader sample of teachers and principals;
- To identify areas of respondent difficulty as indicated by item non-response, missed skip patterns, and respondents comments;
- To determine the feasibility of the implementation procedures;
- To identify problems with the planned procedures;
- To obtain preliminary estimations of response rates at each stage of implementation; and
- To obtain initial information on the psychometric properties of scales and indices contained within the questionnaire.

Methodology

The pilot-test is, in part, intended be a first run of the procedures which will be used to implement the mail survey. Consequently, with some minor modifications, the implementation procedures will follow those outlined in Dillman's (1978) Total Design Method. These modifications consist of the substitution of a telephone call to collect data in the place of a third and final follow-up mailing. Essentially, a four step procedure will be used. Initially, separate questionnaire packages will be mailed to the teacher of a child whose parents took part in the November 1993 pilot-test, and to the principal of this child's school. The questionnaire package will consist of an introductory letter explaining the purpose of the study, a copy of the relevant questionnaire, and a stamped self-addressed envelope. Approximately one week after the initial mailing a postcard will be sent to all teachers and principals. This postcard will thank those individuals who have already sent in their questionnaires for their speedy reply and will remind those who have not yet responded to do so. Roughly three weeks following the initial mailing a second questionnaire package will be sent to those teachers and principals who have not responded. This package will consist of a new covering letter, a relevant version of the questionnaire, and a stamped self-addressed envelope with which to return the questionnaire. Approximately six weeks after the initial mailing those teachers and principals who have not responded will be contacted by telephone and the questionnaires completed over the telephone.

Recruitment of Teachers and Principals

Teachers and principals for the pilot-test will be recruited from the consent forms completed by parents. The names, business addresses, and if possible, business phone numbers of these teachers and principals will be entered into a database program to create a sampling frame. From this database a series of mailing lists will be created and used in the production of survey related materials (covering letters, address labels, etc.). Missing information on school addresses and telephone numbers will be filled in using the appropriate regional telephone book.

Timing of the Pilot-Test

The pilot-test is planned to start on May 2, 1994 and will end on or about June 17, 1994.

APPENDIX C

Dear Mr. Educator,

Nearly everyone would agree that children are one of Canada's greatest national resources. Despite this fact, very few comprehensive, longitudinal studies have been conducted of Canadian children. Numerous questions regarding child development and education remain unanswered. For example, What combination of teacher, school, and parent related factors contribute to academic success? How extensive are disciplinary problems in Canadian classrooms and what long-term affects do these problems have on students' social and academic functioning? Why do some children from impoverished homes academically excel while other students from privileged homes fail?

A student in your class (Jamie Student) is one of a small number of Canadian children who have been randomly selected to take part in the National Longitudinal Survey of Children, a study of child development conducted by Statistics Canada on behalf of Human Resource Development Canada. As a part of this study, Jamie's parents have been interviewed and have given their consent for us to contact you about Jamie's education. We are including teachers in our study of children as they represent a key source of information about children and the education system. While participation in this study is voluntary, in order for the results of this study to truly represent the characteristics of Canadian children and their education, it is important that each questionnaire be completed and returned.

The Canadian Teachers' Federation, and several provincial education ministries have been consulted regarding the construction and content of this questionnaire. As well, the questionnaire has undergone extensive, in-depth pilot testing to ensure its ease of completion. Your local school board has given permission for Statistics Canada to contact you.

As the major sponsor of this study is Human Resources Development Canada, non-traceable information about Jamie and his education will be shared with them. Under the *Statistics Act* you may refuse to share your information with Human Resources Development Canada by writing to the Chief Statistician and returning your letter of objection along with the completed questionnaire in the enclosed return envelope. Statistics Canada is prohibited by law from publishing any statistics which would identify yourself or your school. The information collected by this questionnaire will be treated in confidence, used for statistical purposes only, and will only be published in aggregate form. The confidentiality provisions of the *Statistics Act* are not affected by either the *Access to Information Act* or other Legislation. The questionnaire has an identification number for mailing purposes only. This is so that we may check your name off of the mailing list when your questionnaire is returned. Your name or that of your school will never be placed on the questionnaire.

The results of this research will be used by Human Resources Development Canada, provincial education departments, school boards and numerous others concerned with child development and education to develop child related policies and programs.

I would be most happy to answer any questions you might have. Please feel free to write or call. The telephone number is (613) 951-3184.

I thank you in advance for your cooperation.

Sincerely,

URBAN/MUNICIPAL
CA4 ON HBL W26
A34
1994

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1994 06 07

TO THE CHAIRMAN AND MEMBERS
OPERATIONS AND FINANCE COMMITTEE
(Trustees Hill, Desmarais, Korz, Lowe, Rodgerson, Rogers and Allen.)

Ladies and Gentlemen:

Please be advised that a Special Meeting of the Operations and Finance Committee has been scheduled for **Thursday, 1994 06 16 at 18:15 hours**, prior to the Regular Board meeting.

An agenda is attached.

Dinner will be available at 17:30 hours.

Your attendance is requested.

Yours truly,

D. W. Goodridge
Director of Education
and Secretary

Notice sent to all trustees.

AGENDA

SPECIAL MEETING OF THE OPERATIONS AND FINANCE COMMITTEE

1994 06 16

GENERAL

NEW BUSINESS:

1. Report of the Child Care Committee

REPORT OF THE CHILD CARE COMMITTEE

Present: Trustees Bishop (Chairman), Cunningham, Mulholland, Rogers and Allen.

Officials Present: E. Bond (Superintendent of Program)
J. Powell–Fralick (Child Care Program Leader)

The Committee recommends:

GENERAL

1. That the Child Care programs be reviewed annually in accordance with the Criteria and Weighting Form for School/Child Care Link–up and be presented to the Board for approval in May of each year.

2. That the following key criteria for school/child care link–up, along with the weighting factor (in percentage), utilized in determining the reduction in rental rates for qualifying child care centres be approved:

(%)	
8	.Centre has Junior/Senior Kindergarten link–up
8	.Centre is integrated for special needs children
	.Centre has Family Studies Link–up:
2	–Individual students
6	–Classes
8	.Students get school credit for work in child care centre
8	.Hours of service offered
5	.Waiting list gives priority to Hamilton Board of Education students
5	.Centre established as result of Hamilton Board of Education motion
50%	Total

3. That the reduction in rental rates (in percentage) for the following child care centres for 1994–95 be approved:

(a) Umbrella Family and Child Centres of Hamilton	50%
(b) Honey Bears Co–operative Preschool of Hamilton	27%
(c) Mother Goose Co–operative Preschool Inc.	22%
(d) MacPhail Infant and Parent Co–operative of Hamilton Inc.	36%

Respectfully submitted

J. BISHOP
Chairman

Committee Room
1994 06 06

URBAN/MUNICIPAL
CA4 ON HBL W26
A34
1994

AGENDA
OPERATIONS AND FINANCE COMMITTEE
1994 06 07

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials - the Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools
   a) Closure Schedule - **Page 1**
   b) Holiday Schedule for the 1994-1995 School Year - **Page 2**
2. Social Contract re Budget - **Pages 3 and 4**

NEW BUSINESS:

1. Interim Financial Status Report (as of 1994 04 30) - **Pages 5 to 11**
2. Carry forward of Surplus/Deficit - Schools - **Pages 12 to 14**
3. Tenders - Queen Mary School
4. Public Relations Policy [to be deferred to 09.94]
5. Accommodation Report - Preliminary Draft - **Pages 15 to 62**
6. Request for Update on Site-Based Management - Trustee Cunningham
7. Transportation - Sir Isaac Brock School - requested by Trustee Rogers
8. Report of the Transportation Committee - **Page 63**
9. Interim Report of the Trustee Communications Committee - **Page 64**
10. Report of the Budget Presentation and Procedures Committee [to be deferred]
11. Report of the Special Education Advisory Committee - **Page 65**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report regarding the Impact of the Proposed Red Hill Expressway on the safety of students attending schools in the east end of the City - **Pages 66 to 89**

NEW BUSINESS:

1. Recommendations of the Director of Education - **Page 89A**
2. Delta Secondary School Cafeteria Services Report - **Pages 90 to 105**
3. Report on Board Boundary Policy - **Pages 106 and 107**
4. Out of City Parents wishing to buy program, eg. French Immersion - requested by Trustee Bishop
5. Report of the Name Search Committee - Mountain Secondary School - **Page 108**

1994 06 07

TO: The Chairman and Members
Operations and Finance Committee

FROM: Richard W. Binns
Superintendent of Human Resources

RE: **CLOSURE SCHEDULE FOR THE EDUCATION CENTRE, DUNDURN BUILDING, MOUNTAIN/LOWER CITY OFFICES AND SCHOOLS**

Background

Senior Management discussed the feasibility of closure periods during the calendar year that would count as employee vacation days or as unpaid leaves of absence where applicable.

Since the May Operations and Finance Meeting, comments have been received from most employee groups. The following is a summary their comments and concerns:

- problems associated with closure between Christmas Day and New Year's Day can be addressed by adjusting timelines (eg. year-end work)
- constructive concerns regarding closure for a two week period in the summer (eg. summer school, day care centres, maintenance work, single parent arrangements, holiday schedules with spouses, inequity of partial closure)

Issue

To establish closure periods for the Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools, commencing September 1994.

Recommendation

As normal practice, the following period of closure for the Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools, commencing September 1994, be approved:

Period Between Christmas Day and New Year's Day

Rationale

The recommended closure time would allow for increased efficiency.

1994 06 07

TO: The Chairman and Members
Operations and Finance Committee

FROM: Richard W. Binns
Superintendent of Human Resources

RE: **HOLIDAY SCHEDULE FOR THE EDUCATION CENTRE, DUNDURN BUILDING, MOUNTAIN/LOWER CITY OFFICES AND SCHOOLS FOR THE 1994-95 SCHOOL YEAR**

Issue

To establish a Holiday Schedule for the Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools for the 1994-95 School Year

Recommendation

That the following Holiday Schedule for the Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools be incorporated into the 1994-1995 School Year Calendar.

Monday, September 5, 1994	- Labour Day
Monday, October 10, 1994	- Thanksgiving Day
Friday, December 23, 1994	- 12:00 Noon Closing
Monday, December 26, 1994	- in lieu of Christmas Day
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Friday, December 30, 1994	- 12:00 Noon Closing
Monday, January 2, 1995	- in lieu of New Year's Day
Friday, April 14, 1995	- Good Friday
Monday, April 17, 1995	- Easter Monday
Monday, May 22, 1995	- Victoria Day
Monday, July 3, 1995	- in lieu of Canada Day
Monday, August 7, 1995	- Civic Day

TO: The Chairman and Members of
The Operations and Finance Committee
1994 06 07

FROM: Paul E. Shewfelt, Superintendent of Finance and Treasurer
Greg Rutledge, Controller

RE: **SOCIAL CONTRACT re BUDGET**

On the expenditure and revenue pages of the approved budget, the Social Contract amounts were reported as $1,954,643 and $5,541,600 for 1993 and 1994 respectively. The Social Contract (April 1 to March 31) and the Fiscal Year (January 1 to December 31) do not coincide. The calculation of those targets are as follows:

Social Contract Year 1 (1994-03-31)	Social Contract Year 2 (1995-03-31)	Social Contract Year 3 (1996-03-31)	Full Year Impact
Target: $9,260,000	Target: $9,260,000	Target: $9,260,000	$9,260,000
Less T.P.P.*: -4,374,000	Less T.P.P.*: -2,734,000	0	0
$4,886,000	$6,526,000	$9,260,000	$9,260,000

Fiscal Year 93	Fiscal Year 94	Fiscal Year 94	Fiscal Year 95	Fiscal Year 95	Fiscal Year 96	Fiscal Year 96	Fiscal Year 97
40% $1,955,000	60% $2,931,000	40% $2,610,000	60% $3,916,000	40% $3,704,000	60% $5,556,000	40% $3,704,000	repeats

$1,955,000 ** $5,542,000 ** $7,620,000 ** $9,260,000 ** repeats

* T.P.P. = Teacher Pension Plan

** The Province will recover the Social Contract amounts on a calendar/fiscal year and these amounts will be reported in the respective Budgets.

The "Highlights of the 1994 General Legislative Grants" have indicated the social contract recovery of 9.2 million will be rolled into the general legislative grants commencing in 1996 (Appendix A).

APPENDIX A

Highlights of the 1994 General Legislative Grant Regulation

This document provides a description of the changes appearing in the 1994 General Legislative Grants Regulation. It should be noted that funding policy changes are minimal and that no new programs have been introduced in 1994.

The Transfer Payment Announcement

1994 GLG Allocation:

The transfer payment announced on March 23, 1994 provides school boards with a total of $4,759.2 million in GLG operating grants for the 1994 calendar year. This includes a $50.5 million reduction from last year's allocation for the annualization of the Expenditure Control Plan announced last year, as well as a transfer of $0.9 million to the Independent Learning Centre.

Restructuring Fund and Transitional Assistance

Funds provided in 1993 were one-time grants and will not be provided to school boards in 1994.

Education Programs Other (EPO)

Grants provided under Education Programs Other funding for 1994 will be at the same level as in 1993 of $24.8 million.

Social Contract

Under the social contact, the school board sector is required to achieve savings of $425 million on an annual basis. This is a permanent reduction in the GLG base.

During the social contract period, the required savings will be recovered directly from school boards. The GLG funding formula will not be adjusted for this purpose. As a result, the per pupil grant ceilings, category 2 and 3 parameters, and the standard mill rate will continue in 1994 and 1995 at the same levels that would have been in place in the absence of the social contract.

At the conclusion of the social contract period, the $425 million reduction will be rolled into the GLG funding formula through an adjustment to the grant parameters, which could include such items as the grant ceilings and the standard mill rate.

TO: The Chairman and Members of
Operations and Finance Committee
1994-06-07

FROM: Paul E. Shewfelt, Superintendent of Finance and Treasurer
Irene Polidori, Manager, Financial Services

RE: Interim Financial Status Report - April 30, 1994

REPORT: Information

BACKGROUND:

The Interim Financial Status Report for the four month period ended April 30, 1994 compares the spending patterns for the first four months of 1994 to the same period in 1993.

The report is prepared on a modified cash basis in that the expenditures and revenues are generally shown as they are paid or received. Commitments are included in the expenditures.

ISSUE:

To present the financial status of the Board of Education for the City of Hamilton for the four month period ended April 30, 1994, using the modified cash basis.

ANALYSIS:

A lower amount of the budget has been expended to date than at the comparable period of the previous year. This arises primarily from the change in the payment schedule for teachers' salaries (see Note 1). This is a timing issue and will be adjusted by June 1994.

The revenues are approximately at the same percentage of the total budgets for both years. A change from the modified cash basis to the accrual basis of accounting, (i.e., recording revenue when earned versus when received) for tuition fee revenue from other boards has resulted in an increase in that line.

RECOMMENDATION:

That the report be received for information.

ATTACHMENT:

The interim status report for April 30, 1994.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE FOUR MONTHS ENDED APRIL 30, 1994 & 1993

OPERATING FUND

	1994			1993			Note
EXPENDITURES (000'S):	Budget	April 30	%	Budget	April 30	%	
Salaries & Wages, Employee Benefits	225,371	74,435	33.0	231,575	84,957	36.7	1
Travel, Personnel Training, Bursaries	794	215	27.1	813	229	28.2	
Books & Supplies	10,934	2,182	20.0	11,548	2,203	19.1	
Energy Costs	5,900	2,212	37.5	5,523	1,941	35.1	
New/Replacement Equipment	1,674	33	2.0	2,092	50	2.4	
Debt Charges	2,250	61	2.7	2,488	60	2.4	
Capital, Repairs, & Permanent Improvements	4,676	1,117	23.9	7,130	2,308	32.4	
Rentals, Fees & Contractual Services	8,795	2,755	31.3	9,290	2,658	28.6	
Tuition Fees	5,110	52	1.0	4,567	1,427	31.2	
Charge Back of Taxes	3,110	865	27.8	2,596	783	30.2	
Provision for Reserves & Other	753	114	15.1	8,174	5,995	73.3	2
TOTAL EXPENDITURES	269,367	84,041	31.2	285,796	102,611	35.9	
REVENUES (000'S):							
Levy for Mill Rate, Refund	155,780	52,864	33.9	162,500	55,567	34.2	
Supp. Taxes, T.&T., P.I.L., Surplus	12,452	7,154	57.5	15,355	9,768	63.6	
Provincial Grants	77,522	23,602	30.4	89,006	22,539	25.3	
Other Provincial Revenue	2,059	493	23.9	670	459	68.5	
Tuition Fees	15,104	8,991	59.5	15,712	4,592	29.2	3
Other Revenue	6,450	962	14.9	2,553	745	29.2	
TOTAL REVENUES	269,367	94,066	34.9	285,796	93,670	32.8	

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
NOTES TO THE INTERIM FINANCIAL STATUS REPORT
FOR THE FOUR MONTHS ENDED APRIL 30, 1994

EXPENDITURES AND REVENUES

Note 1 Salaries, Wages and Employee Benefits

Effective September 1993, the salary payment schedule for teachers changed from ten monthly installments to twelve, (two payments in June and September). This payment schedule, along with Social Contract deductions, resulted in a decrease of approximately $10 million in cash outflow as at April 30, 1994 versus 1993. This trend will even out as the year progresses.

Note 2 Provision for Reserves and Other

In April 1993 the Mill Rate Stabilization Reserve of $5,723,000 was established.

Note 3 Tuition Fee Revenue

Effective January 1994, tuition fee revenue from other Boards is recorded at the time of billing. Previously, tuition fee revenue from other Boards was recorded when received.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FUND MANAGEMENT SUMMARY (000'S)
APRIL 30, 1994

	1994	1993
SHORT TERM INVESTMENTS AS AT APRIL 30:		
Revenue Fund	$6,100	$5,522
Mill Rate Stabilization Reserve	5,955	5,723
Restructuring Reserve Fund	194	-
Integrated Information System Reserve Fund	303	-
Capital Reserves	1,187	766
Capital Funds	8	79
Retirement Gratuity Reserve	6,215	6,405
TOTAL PORTFOLIO	$19,962	$18,495
INTEREST EARNINGS:		
Revenue Fund	$25	$159
Mill Rate Stabilization Reserve	77	-
Restructuring Reserve Fund	3	-
Integrated Information System Reserve Fund	3	-
Capital Reserves and Capital Funds	13	29
Retirement Gratuity Reserve	80	118
TOTAL PORTFOLIO INTEREST EARNED FOR FOUR MONTHS	$201	$306
BORROWING SUMMARY:		
Total Internal Borrowings	$18,976	$2,040
Total Internal Repayments	18,976	2,040
Total External Borrowings	6,995	120
Total External Repayments	6,995	120
BALANCE AS AT APRIL 30	$0	$0
INTEREST EXPENSE FOR FOUR MONTHS:		
Internal Borrowings	$18	$-
External Borrowings	1	-
	$19	$-
BANK INTEREST EARNED FOR FOUR MONTHS:	$7	$5

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
CONTINUITY SCHEDULE FOR RESERVE FUNDS
APRIL 30, 1994

CAPITAL RESERVES (000'S)

	Budget 1994	Actual 1994 04 30	Actual 1993 04 30
Opening Balance	$1,175	$1,175	$923
Revenues			
Interest Earned	54	13	29
Property Rentals	156	-	-
Site Sales	-	-	-
Capital Grants	-	-	-
	1,385	1,188	952
Expenditures			
Capital Projects	-	-	(4)
Transfer to Revenue Fund	-	-	-
	-	-	(4)
Closing Balance	$1,385	$1,188	$956

RETIREMENT GRATUITY RESERVES (000'S)

	Budget 1994	Actual 1994 04 30	Actual 1993 04 30
Opening Balance	$6,290	$6,290	$6,553
Revenues			
Transfer from Revenue Fund	1,573	-	-
Interest Earned	291	80	118
	8,154	6,370	6,671
Expenditures			
Gratuities Paid	2,300	155	271
Closing Balance	$5,854	$6,215	$6,400

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
CONTINUITY SCHEDULE FOR RESERVE FUNDS
APRIL 30, 1994

MILL RATE STABILIZATION RESERVE (000'S)

	Budget 1994	Actual 1994 04 30	Actual 1993 04 30
Opening Balance	$5,879	$5,879	$ -
Revenues			
Transfer from Revenue Fund to Establish Reserve	-	-	5,723
Interest Earned	145	77	-
	6,024	5,956	5,723
Transfer to Revenue Fund	4,529	-	-
Closing Balance	$1,495	$5,956	$5,723

RESTRUCTURING RESERVE (000"S)

	Budget 1994	Actual 1994 04 30
Opening Balance	$191	$191
Revenues		
Interest Earned	9	3
Closing Balance	$200	$194

INTEGRATED INFORMATION SYSTEM RESERVE (000's)

	Budget 1994	Actual 1994 04 30
Opening Balance	$300	$300
Revenues		
Interest Earned	13	3
Closing Balance	$313	$303

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT
HISTORICAL INFORMATION
FOR THE YEARS ENDED DECEMBER 31, 1989 TO 1993

OPERATING FUND

EXPENDITURES (000's):	1989	1990	1991	1992	1993
Salaries, Wages and Benefits	175,347	196,095	211,210	223,364	226,595
Travel, Personnel Training, Bursaries	1,090	1,060	967	704	715
Books & Supplies	15,450	15,118	15,149	12,446	11,215
Energy Costs	4,422	4,442	4,810	5,338	5,383
New and Replacement Equipment	3,605	2,955	3,634	1,611	1,569
Debt Charges	1,163	1,253	936	2,333	2,488
Capital from Current, Repairs and Permanent Improvements	8,228	11,504	9,613	7,077	5,073
Rentals, Fees & Contractual Services	7,251	8,161	8,990	8,875	8,746
Tuition Fees	2,436	2,842	3,803	4,439	4,784
Charge Back of Taxes	1,279	1,956	1,622	6,165	2,596
Provision for Reserves and Other	3,913	3,087	3,838	3,627	6,788
TOTAL EXPENDITURES	**224,184**	**248,473**	**264,572**	**275,979**	**275,952**
REVENUES (000's):					
Levy for Mill Rate	128,453	152,382	153,988	159,289	160,176
Refund of Taxes	0	0	0	0	2,324
Suppl. Taxes, T. & T., P.I.L., Surplus	10,980	6,272	12,348	14,190	15,653
Provincial Grants - Revenue Fund	64,734	73,250	81,822	83,697	83,156
Other Provincial Revenue	741	915	1,027	3,272	835
Tuition Fees	13,242	14,772	15,867	16,043	16,482
Other Revenue	4,668	3,997	4,987	6,900	2,477
TOTAL REVENUES	**222,818**	**251,588**	**270,039**	**283,391**	**281,103**

TO: The Chairman and Members of
The Operations and Finance Committee
1994 06 07

FROM: Paul E. Shewfelt, Superintendent of Finance and Treasurer
Greg Rutledge, Controller

RE: ***Carry Forward of Surplus/Deficit for Schools***

At the April meeting of Operations and Finance Committee, the following motion was approved:

> *"**That** the Report regarding Carry Forward of Surplus / Deficit be received for information and the following recommendation deferred to the June, 1994, meeting of the Operations and Finance Committee:*
>
> *a) That schools be permitted to carry forward their surplus / deficit into the following school year."*

The April report is attached (Appendix A) for your information.

TO: The Chairman and Members of
Operations and Finance Committee
1994 04 07

FROM: Paul Shewfelt, Superintendent of Finance and Treasurer
Greg Rutledge, Controller

RE: ***Carry Forward of Surplus/Deficit for Schools***

BACKGROUND:

It has been our tradition not to allow schools to carry forward the current year's surpluses/deficits into the following year. This tradition has existed for many years when financial resources were more readily available. Financial restraints that have been and will continue to exist require a different strategy - carry forward of surplus/deficit to make more efficient use of available resources.

Schools are responsible for a broad range of expenditures which are reported on a bi-weekly basis (budget vs. actual) through the Principal Report. These expenditures may be modified over time as more decisions are made at the local level.

The principle of carry forward of surplus/deficit is common among school boards to encourage greater efficiencies and planning.

From a practical standpoint, Senior Management would strongly discourage any deficits. Should they occur, then they would have to be paid for from the following year's allocation.

From a financial perspective, the current year surpluses/deficits for all schools would be rebudgeted in the following year. Please note that no carry forward provision has been made in the 1994 Budget. Our recommendation would be effective for the results of the 1994 fiscal year and impact on the 1995 Budget.

A status report will be presented to the Operations and Finance Committee in April, 1995.

ISSUE:

To determine the position of Trustees on the carry forward of surplus/deficit.

RECOMMENDATION:

That schools be permitted to carry forward their surplus/deficit into the following year.

...2

RATIONALE:

Our recommendation is based on the following:

(a) the awkwardness of the fiscal year (January - December) vs. school year (September - June).

(b) the spending patterns of schools coincide with the school year and the need to co-ordinate school plans with the available financial resources. At present, school plans may bridge two or more fiscal years.

(c) the processing of orders would be more uniform throughout the year and should eliminate the rush at year-end and would encourage more efficient use of existing resources.

(d) resources allocated to the schools would be managed to meet their needs and priorities.

1994 06 07

TO: **THE CHAIRMAN AND MEMBERS**
OPERATIONS AND FINANCE COMMITTEE

FROM: **P. GILLIE , SUPERINTENDENT - ADMINISTRATIVE SERVICES**
CHAIR ACCOMMODATION COMMITTEE

RE: **PRELIMINARY DRAFT OF**
ANNUAL REPORT OF ACCOMMODATION - 1994

REPORT: **INFORMATION**

BACKGROUND :

1. Since September 1993 four detailed reports on Accommodation have been brought to Operations and Finance.

November	1993	Update and Preparation for 1994 Edition
December	1993	Referral from November to Review Financing and Priorities
February	1994	Update on Viability of Report
March	1994	Report on those Projects to be Included in the 1994 Budget and Projects for Submission to the Canada Ontario Infrastructure Works Program

2. A number of projects in the Strategic Plan are currently delayed for further consideration, pending release by the Ministry of Education and Training, of Capital Funding Grants for 1994.

3. The current status of Projects identified and supported in Annual Reports of Accommodation up to this year is listed in Appendix A.

4. Projects approved for submission under the Canada Ontario Infrastructure Works Program have been submitted for qualification under the Program. Confirmation of approval is pending.

5. Until results from these submissions are finalized the extension of the plans for Buildings and Renovations can not be completed.

6. At this time completion of the Annual Report of Accommodation for 1994 is premature due to the number of unknown decisions that will affect revisions to the strategic plan.

ISSUE:

To present for information a preliminary draft of the Annual Review of Accommodation for the 1994 Year.

RECOMMENDATIONS:

It is recommended that:

1. The preliminary draft be received for information.

2. The information be presented in final form along with the Report on Capital Expenditure Forecasts in the Fall .

RATIONALE :

1. Information such as Enrolment Forecasts and Neighbourhood Developments is available and release of it in advance can be of assistance to the overall understanding of the report.

2. A longer period of time to consider such information before making recommendations can assist in the approval process for additions and changes to the strategic plan and the Capital Expenditure Report to the Ministry of Education and Training.

3. General comment at this time can be factored into the 1995 Preliminary Estimates.

ATTACHMENTS

Appendix A	Current Status of Projects - Summary
Appendix B	Preliminary Draft Copy of the Annual Report of Accommodation - 1994

Report prepared by:	Accommodation Committee
Submitted by:	Chair Accommodation Committee
Approved by:	Senior Management

APPENDIX A

STATUS OF PROJECTS IN STRATEGIC PLAN FOR ACCOMMODATION

LOCATION	STATUS	DATE	VALUE
AREA 1			
CENTRAL - PHASE I OF I RENOVATION	ON HOLD	1995	600,000
RYERSON - 5 ROOM ADDITION	ON HOLD	1996	1,000,000
AREA 2			
CHEDOKE - NEW GYMNASIUM	ON HOLD	1998	1,000,000
QUEENSDALE - INTERIOR RENOVATION	ON HOLD	1997	450,000
WESTWOOD - ENLARGE LIBRARY	ON HOLD	1994	250,000
AND PARKING LOT			
HILL PARK - PHASE II	IN PROGRESS		2,000,000
HILL PARK - PHASE III			
AREA 3			
HILLSDALE - PHASE II	IN PROGRESS		1,130,000
HILLSDALE - PHASE III			
GLENDALE - PHASE I	PENDING APPROVAL	1995	1,550,000
GLENDALE - PHASE II	INFRASTRUCTURE PROGRAM	1996	
GLENDALE - PHASE III		1997	
QUEEN MARY - REPLACEMENT	IN PROGRESS		11,500,000
AND RENOVATION			
AREA 4			
C.B. STIRLING - NEW GYMNASIUM	ON HOLD	1997	1,000,000
BARTON - PHASE I	ON HOLD	1996	1,500,000
BARTON - PHASE II			
BARTON - PHASE III			
AREA 5			
G.P. VANIER - FEASIBILITY STUDY	ON HOLD	1994	25,000
PROGRAM			
SHORT TERM NEEDS	NOT DETERMINED		
PLANT PROGRAMS			
BOILER REPLACEMENT			
PAINTING			
ROOFING			
NEW PORTABLE			
ASBESTOS			
MASONRY REPAIRS & RESTORATION			
ASHPHALT & CONCRETE MAJOR REPAIRS			
LIGHTING ENERGY REDUCTION			
NEW PROJECTS			
J.MACDONALD - NEW MIDDLE SCHOOL	ON HOLD	1995	6,000,000
NEW MIDDLE SCHOOL - BLOCK 87	ON HOLD	1994	8,000,000
NEW ELEMENTARY SCHOOL - BLOCK 90	ON HOLD	1994	6,000,000
NEW ELEMENTARY SCHOOL - BLOCK 89	ON HOLD	1994	6,000,000

All subject to Annual Budgets

Update of Programs pending status of projects submitted to Canada Ontario Infrastructure Program

APPENDIX B

PRELIMINARY DRAFT
1994 ACCOMMODATION REPORT

JUNE 1994

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

ACCOMMODATION REPORT

1994

Prepared by: **The Director's Accommodation Committee 1993-94**

MEMBERSHIP

Pat Gillie	Chair, Superintendent - Administrative Services
Greg Rutledge	Vice-Chair, Controller - Finance Department
Sandy Hill	Trustee Representative
Murray Quinn	Superintendent of Schools, Lower City (Areas 1 & 3)
Nancy Nicholls	Superintendent of Schools, Mountain (Areas 2 & 4)
Rosaire Lavoie	Superintendent of Schools - Area 5
Frank Cooke	Assistant Superintendent of Program
Bob Orlando	Superintendent of Plant
Daryl Sage	Finance Department
Keith Seguin	Plant Department
Bob Leedale	Adult and Continuing Education
Sharon O'Halloran	President HWTA
Jack Niewland	President OPSTF
Doug Robb	President OSSTF
Ralph Grant	President AEFO
Brian Castle	HPA Representative
Murray Kilby	HSSPC Representative
Wanda Lane	Program Sub - Committee Chair , Principal, Robert Land Elementary School
Sheila George	Recorder, Secretary, Administrative Services

Program Sub - Committee Members

Bill Ferris	Vice - Principal Ainslie Wood Secondary School
Orv Burlanyette	Principal, Ryerson Middle School
Malcolm Curtis	Principal, G.L. Armstrong School
Harry Traini	Vice - Principal , Westmount Secondary School
Bonnie Robertson	Administrative Assistant, Glendale Secondary School
Dave Staples	Principles, Glen Brae Middle School
Ron Watson	Principal, Richard Beasley School
David Maddocks	Peincipal Pauline Johnson School
Bill Manson	Coordinator - Program
Phil Scordino	Coordinator - Program
Michelle LaPointe	French Language Section
Duane O'Connor	Plant Department

Design and Production Team

Len Dixon	Manager, Computer Services
Valerie Elliott	Secretary to Manager, Computer Services
Sheila George	Secretary to Superintendent Administrative Services
Printing Department	

Approved by: **Senior Management**
Submitted by: **D. W. Goodridge, Director of Education and Secretary**

INTRODUCTION

COMMITTEE WORK FOR 1993 - 1994

This past Accommodation Year, the Committee, at the direction of the Board, reviewed the priorities of the strategic plan for Accommodation and conducted an analysis of the financial implications of the long range plan. Over the course of the year four reports were taken back to the Board for information and direction.

REPORTS ON ACCOMMODATION DURING 1993 AND 1994

November	1993	Update and Preparation for 1994 Edition
December	1993	Referral from November to Review Financing and Priorities
February	1994	Update on Viability of Report
March	1994	Report on those Projects to be Included in the 1994 Budget and Projects for Submission to the Canada Ontario Infrastructure Works Program

Along with the work for these reviews, the Committee continued to examine issues related to planning for meeting the long term needs of program. As well, the Committee reviewed the status of the Dundurn Facility in order to bring forward recommendations in the 1994 Annual Report.

The announcement of the Canada Ontario Infrastructure Works Program presented an opportunity for the Committee to identify a number of renovation and preventative maintenance priorities that needed to be addressed.

STATUS OF STRATEGIC PLAN

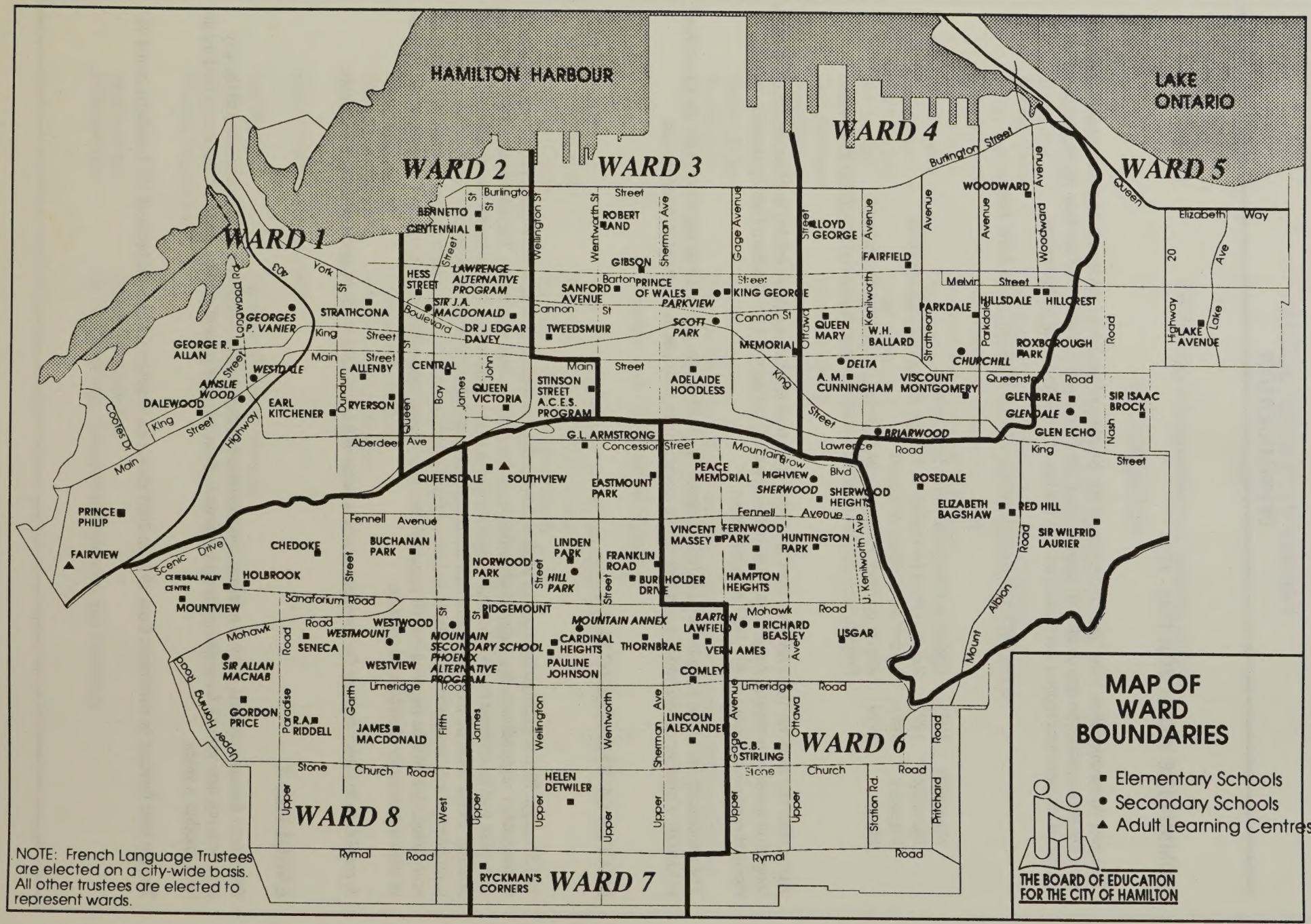
The Strategic Plan is undergoing a period of slow down while sources of funding at the Ministry level are identified. Consequently, expenditures for projects identified to address new growth are frozen. The implementation of the long term plan will be affected by the final outcome of decisions that are made in response to information about sources of funding. In the interim, temporary solutions to accommodate growth will become necessary. The full utilization of all available space by transporting students and the addition of portables will become increasingly necessary. Temporary accommodation will be required even if approvals are given to proceed with growth projects. The goal would be to do so with a minimum of additional expense.

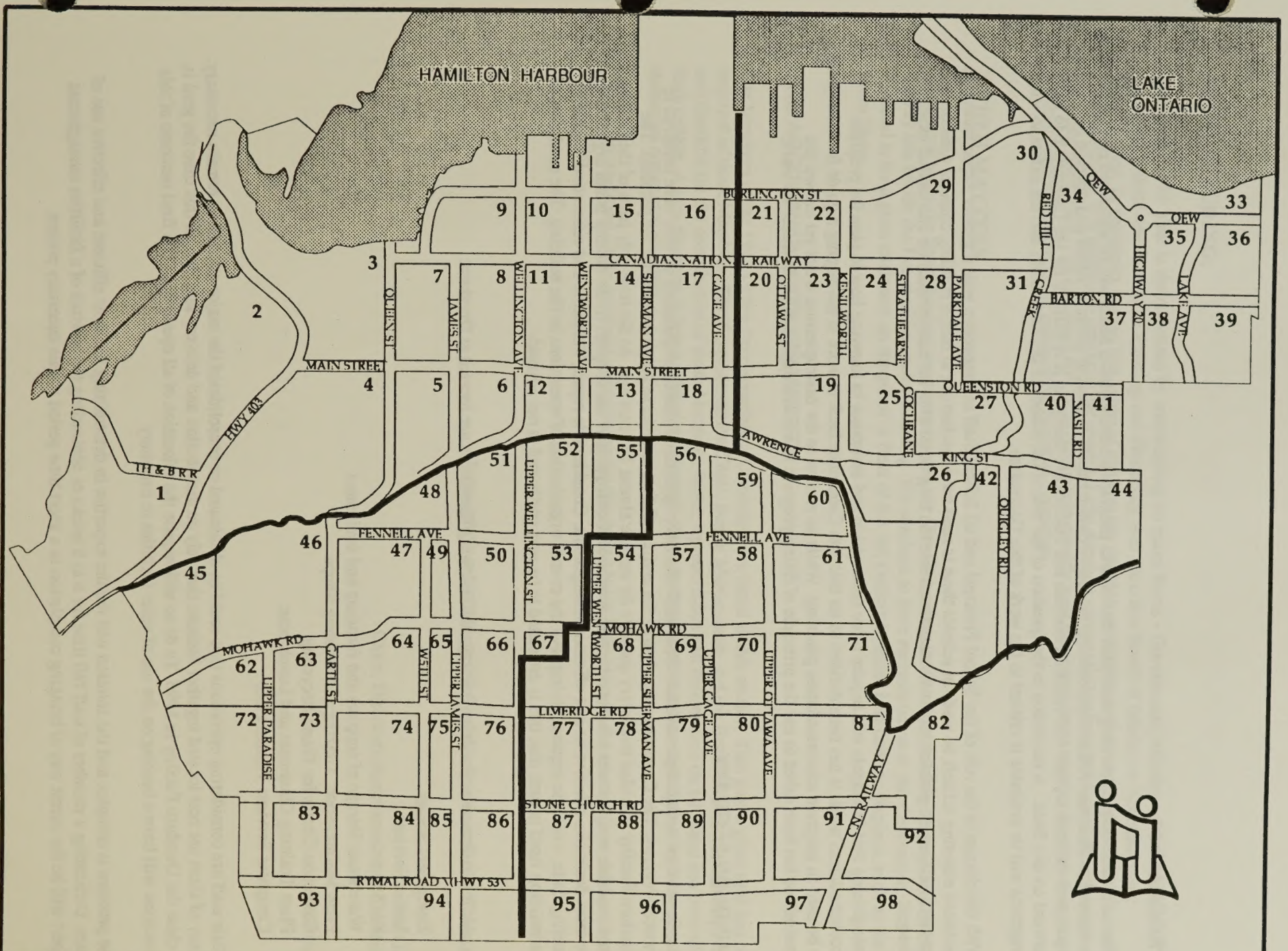
A resolution to future funding for accommodation is becoming significant to the progress of the strategic plan.

ENROLMENT

Enrolment forecasts overall, show a minimal increase in student population. However increases in areas of the city experiencing new growth from new housing continue to be at increase rates of about 5 percent.This is expected for at least another 5 years.

The ten year forecast in enrolment from 1993 to 2003 shows an increase across all schools of 1825 students or 4.4 %.


HAMILTON HARBOUR
LAKE ONTARIO
WARD 1
WARD 2
WARD 3
WARD 4
WARD 5
WARD 6
WARD 7
WARD 8
MAP OF WARD BOUNDARIES
Elementary Schools
Secondary Schools
Adult Learning Centres
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
NOTE: French Language Trustees are elected on a city-wide basis. All other trustees are elected to represent wards.



Neighbourhood Block Number Map

PROGRAM:

The need to develop a new long term plan that insures program accommodation needs will be addressed continues to be a priority. This year A Sub Committee of Accommodation started to meet to examine needs and develop a framework for such a plan. As Program Priorities and Policies are changing it is difficult for the Committee to move forward on this front. A resolution to the question of the role of the school in the community and the extent to which programs will be available is critical to the work of this Committee.

With the change in the role of the School Principal and all School Staff in connection with a greater expectation that decisions effecting schools be made at schools there is need for a mechanism to insure building changes essential to program delivery be planned out and incorporated into the long range plan for accommodation and capital expenditure forecast.

Recognizing that Principals will require more information and assistance in knowing how to plan for program accommodation needs it has been decided to set this Sub Committee back to work at developing a guide for Principals to be used in program accommodation planning. While an answer to the basic question is not yet known the Committee has been asked to use the principle of fitting program to available space as the basis for its work.

DUNDURN FACILITY:

The Committee invited representation from staff who have operations located at Dundurn or who were involved in previous reviews. The Committee also toured the entire building in order to better understand the problem. The Dundurn Facility provided temporary quarters for storage almost 15 years ago. At the time only parts of the facility were available so space was used as it became available. Consequently, use of space in the facility is not organized in the most desirable, effective or cost efficient arrangement. Considerable repair, alteration and renovation, including meeting code, would be required to improve the overall organization of operations in the building. The condition of the building itself is such that this is estimated to be very costly and is not advised.

In addition to document and record storage the following operations are located at Dundurn:

1. Equipment Repair
2. Media Services
3. Kit Services
4. Warehouse Storage of supplies and furniture and equipment
5. Plant Maintenance , Glazing and Welding Shops
6. Collection Centre for Waste Recycling
7. Plant Training Classroom and Lunchroom
8. Computer Services Training Lab

While staff are considering operations that could be eliminated or consolidated the major operations remain necessary. Many of them are best located together because they rely on distribution and delivery services. At this time the goal is to close the Dundurn Facility in 1996. To do so will require the relocation of all operations. The final outcome of this relocation will have a bearing on the use of other facilities in inventory

The problem is complex and the solution will require expertise in determining the most efficient and effective use of space. Dedicating a member of staff full time for 6 to 8 weeks or contracting the services of a facilities management expert will be the surest way of bringing completion in a short time period to this necessary project.

RESTRUCTURING:

The 1993 - 1994 Year is characterized by restructuring on many fronts - Government; Ministry of Education and Training; Federal and Provincial Funding and Financing; and Hamilton Board of Education Administrative Organization. In retrospect against this venue of changes the ongoing examination of Accommodation itself becomes understandable. It is leading to restructuring as well. Long standing principles that have predicated accommodation are being questioned. The challenge will be to continue to provide with fewer and fewer sources of revenue appropriate accommodation that meets the needs of the Board of Education.

OTHER MATTERS

For several years the Board has had representation on the City Committee for the Crystal Palace Proposal on the Art Gallery site beside the Board of Education Building. We continue to have representation at this Committee. The Proposal is for a glass enclosure on the plaza in front of the Art Gallery to house horticultural displays, such as the Mum Show.

THE ACCOMMODATION COMMITTEE

The Members of the 1993 - 1994 Accommodation Committee are listed in this section. This year a great deal has been required of these Members. The Accommodation Chair, Senior Management and the Board of Trustees can be proud and thankful for the contribution of these Members. Input, representation and deliberation on all issues has been of high calibre. A new direction is being worked out through the deep consideration of accommodation issues by these dedicated committee members.

The Accommodation Chair expresses appreciation for the work of each Member over the course of our deliberations this past year.

Respectfully submitted on behalf of the Accommodation Committee

Pat Gillie
Chair, Director's Accommodation Committee

1994 06 07

COMMENTS REGARDING HOUSING DEVELOPMENTS IN HAMILTON

As in past years, staff of the Board of Education continues to be in close contact with the Planning Department of the City of Hamilton. Information provided in Table I is based on discussion with staff of the City Planning Department in early March, 1994.

In the city of Hamilton, the major population growth area continues to be in the upper city between Limeridge Road and the south city limits. No change in this trend can be expected as a large number of development proposals continue to come to the city Planning Department each year. Table I below outlines the population growth of the past five years and gives an indication of the projected growth for the next five years. It must be noted that the rather large development planned for the Mountview Neighbourhood is not included in this data.

TABLE I

POPULATION CHANGES IN THE UPPER CITY BETWEEN MOHAWK ROAD AND THE CITY LIMITS

YEAR	AREA POPULATION
1988	65,454
1991	73,635
1992	75,892*
1993	76,658*
1996	Growth of 9466 from 1993
1999	Additional Growth of 5625 from 1993

* It should be noted that population estimates for 1992 and 1993 are based on Ontario Ministry of Revenue Enumeration Reports. As these reports are based on partial population surveys in years when no municipal elections occur, some age groups (especially of children age 1 and 2) are under-reported in non-election years.

Hamilton Board of Education school enrolments in the upper city have kept pace with the growth in overall population. Table II reviews these increases over the past five years.

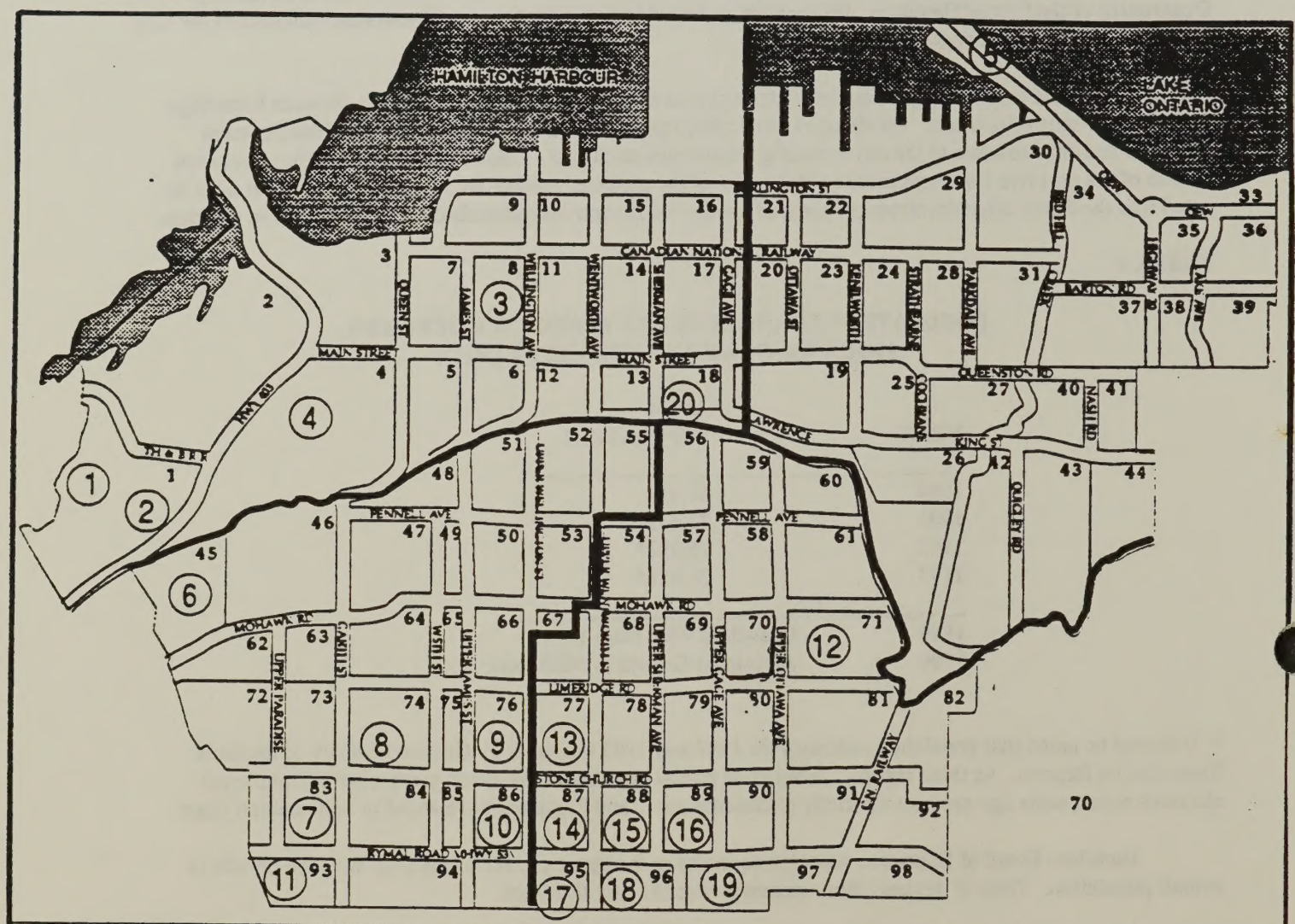
TABLE II

GROWTH OF UPPER CITY ELEMENTARY SCHOOL ENROLMENT SEPTEMBER 30, EACH YEAR

YEAR	ENROLMENT	GROWTH FROM PREVIOUS YEAR
1988	10996	
1989	11306	310
1990	11529	223
1991	11827	298
1992	12130	303
1993	12277	147

Cumulative Growth from 1988 to 1993: 1281

AREAS OF POTENTIAL GROWTH IN HAMILTON - 1992 TO 1997



Areas Of Potential Growth In Hamilton - 1992 to 1997

When new subdivisions are completed, families move from other areas of the city. As well, new subdivisions receive growth from new families starting out, and from immigration. Often, older houses which accommodated two or three families become one family dwellings. While growth in the southern tier will continue to expand at a remarkable rate, some other areas may experience decline. There is no doubt, however, that the Hamilton Board of Education will find it necessary to provide additional school accommodation for the new families moving into the area between Mohawk Road and the southern city limits and in the area bounded by James Street, Main Street, Highway 403 and the escarpment.

COMMUNITIES IN HAMILTON WITH POTENTIAL FOR REAL ESTATE DEVELOPMENT

NOTE: Remarks in this section are a repeat of text provided in the 1993 report.
New information for 1994 is printed in **bold type**.

LOWER CITY COMMUNITIES

COMMUNITY ONE
Main West at Whitney: 140 unit apartment (1993-94) Additional property is available for high rise apartments on Main Street West but development proposals have not yet been put forward. A number of new apartments have recently been built along Main Street West. The impact of these large buildings will begin to affect Prince Philip School within the next several years.

NEW: no major development is anticipated for the next several years

COMMUNITY TWO
Whitney Road at Rifle Range Road: Approximately 5 acres very close to Prince Philip School will include a town house development to be completed in 1995.

NEW: development appears to be moving forward and building may begin within the next two years

COMMUNITY THREE
Cannon-Ferguson: Carter Square... a large commercial and apartment development is proposed; there could be several hundred homes in the final plan (estimated for 1995-96).

NEW: development still on track, however it may be some time before building begins

COMMUNITY FOUR
(a) Lapp Property (near Chedoke Golf Course): This project has been revised in scope to 318 units. A Municipal Board hearing was held in June 1992 to review neighbourhood concerns, the Board determination has not yet (March 24) been received.

NEW: Municipal Board ruling for this property placed a number of qualifications on the approval ; the developer has decided not to proceed and the property is listed for sale

(b) Thistle Club: Initially, a real estate development was scheduled for this area for senior citizens. It is possible that this development could now include "rent geared to income" apartments for families. Continued review of this project is now required.

NEW: Municipal Board ruling on this property was against the development; it may be several years before a new plan is prepared

COMMUNITY FIVE
The Beach Strip: A revised plan of development was presented to the City Planning Department in 1992. The new plan could result in 250 new homes if approved (1995-98).

NEW: It is expected that these changes will begin to affect school enrolments in two years. Increased enrolments from this area can be accommodated at Hillsdale, Hillcrest and Woodward.

COMMUNITY TWENTY
Blakeley (Block 18): The "Mercury Mills" site may be developed within the next five years to include at least one building of rent-geared-to-income apartments.

NEW: an eight floor building is now under construction with occupancy anticipated in late Fall.

UPPER CITY COMMUNITIES

COMMUNITY SIX

Hamilton Health Association Property (Block 45): Approximately 40 acres of development between Holbrook and Mountview Schools, this project will require additional school accommodation for junior and middle schools. Secondary accommodation needs could be met by boundary changes.

NEW: Public Meetings are now being held to outline the plan for this property, single family homes as well as an apartment dwelling is proposed, we are currently in communication with the Planning Department to review details

COMMUNITY SEVEN

(a) Falkirk East: Development is progressing in the south and east sections of Block 83.

(b) Falkirk West: Preliminary plans have surfaced for a development of up to 400 homes in this community. An environmental review will be necessary before development can occur. It may be ten years before any new development starts here.

COMMUNITY EIGHT

Gourley Neighbourhood (Block 74) is presently being developed. Some homes being built in this neighbourhood appear to be quite expensive. James Macdonald school will be able to accommodate this development but middle school accommodation will become necessary within the next several years.

COMMUNITY NINE

Jerome Neighbourhood (Block 76) is expected to increase in population by 900 to 1000 over the next three to five years (approximately 110 elementary students).

NEW: townhouses have been completed on the east half of this block - students attend Ridgemount - plans for construction of 50 single family units have been recently received

COMMUNITY TEN

Ryckman's Neighbourhood (Dicenzo Gardens, Block 86) will experience continuous growth for the next five years. Population growth will exceed 1500 (more than 160 additional elementary students). A review of Ryckman's Corners School, Ridgemount School and other facilities is required in the next year.

NEW: services are being installed, plan is for multiple sites

COMMUNITY ELEVEN

Carpenter Neighbourhood (Block 93, Southwest at the city limits): During the summer of 1992, additional plans of subdivision were presented to the city to extend the proposed development from 200 single family homes to a subdivision of approximately 600 homes. With the redirection of Highway 6 to connect with Highway 403, this development may become a high priority.

NEW: services are in and some developments are in early stages

COMMUNITY TWELVE

Lisgar Neighbourhood (Block 71): Development is continuing here at a slow rate. Expect to see 5 to 10 houses per year for the next 5 to 8 years.

NEW: zoning is under review for multiple family dwellings, about 1 to 2 years away

COMMUNITY THIRTEEN

Crerar Neighbourhood (Block 77) is also expected to see growth of approximately 1000 over the next 5 to 7 years. Between Block 76 and 77, it might be expected that approximately 220 additional elementary school students will require accommodation within 5 to 7 years.

COMMUNITY FOURTEEN
Barnstown Neighbourhood (Block 87) has been almost completed. It is anticipated that an additional 40 to 60 homes will fill this subdivision.

COMMUNITY FIFTEEN
Butler Neighbourhood (Block 88) will experience development over three years beginning this summer. It is expected that when completed, over 300 new homes will be added here, resulting in a population growth of over 2,300 people (approximately 250 elementary students). It should be noted that the Board of Education does not have a site in this block.

COMMUNITY SIXTEEN
Eleanor Neighbourhood (Block 89): Development in this community which will add about 500 additional people is scheduled to occur over the next four years. It should be noted that a large amount of vacant land between Upper Sherman and Eleanor Avenue is not included in this development.

COMMUNITY SEVENTEEN
Allison Neighbourhood (Block 95): Development immediately east of Ryckman's Corners School will add 600 new residents to this community within the next two years. Ryckman's Corners school is a small building and the site is a small property. It may be, that in several years, the boundaries of this school will have to be redrawn.

COMMUNITY EIGHTEEN
Chappel East and West (Block 96): Upper Wentworth Street was extended south of Rymal Road in the fall of 1992. Development is expected in this area during the summer of 1993. Over the next two years a total of eight hundred residents may locate here (90 elementary students).

COMMUNITY NINETEEN
Broughton West (Block 97): Street extensions from Lillian Gardens to the west have been completed in the fall of 1992. It is expected that building will begin in the spring of 1993. When completed in 1994, approximately 1300 new residents will be living here (approximately 150 new elementary students.

ELEMENTARY ENROLMENT SUMMARY

Area Summary — **Elementary School Enrolments & Forecasts**

Area	Enrolment				Sep-93 ENROLMENT AS % OF 1992 CAPACITY	Enrolment Forecasts				
	92/93 HBE Capacity	Sept 1991	Sept 1992	Sept 1993		Enrolment Forecasts 1994	1995	1996	1997	1998
Area 1	8725	7007	7015	6989	80%	7020	7032	7016	6978	6992
Area 2	6469	5879	5837	5768	89%	5781	5712	5710	5735	5778
Area 3	8849	7309	7299	7472	84%	7493	7496	7503	7537	7541
Area 4	7052	6009	6351	6572	93%	6715	6826	6987	7072	7172
City Wide Total	**31095**	**26204**	**26502**	**26801**	**86%**	**27009**	**27066**	**27216**	**27322**	**27483**

COMMENTS

1. The 1993 Actual Enrolment of 26801 is very close to the figure projected (26785) the previous Fall.
2. The 1998 Forecast as of November 1993 is lower than forecasts from the Fall of 1992.
3. These Forecasts when compared with the previous year indicate a slowing in the rate of growth in enrolment from new housing.
4. The overall projected increase from September 1993 to September 1998 is 682 students (2.5 %)
5. The overall projected increase from September 1993 to September 1998 on the south east mountain is 600 students (9.1%)
6. Forecasts are based on approved development plans known at the time of review, which is following the completion of the September 30 1993 Enrolment Figures. These Enrolments then do not include forecasts from the following developments:
   Lapp and Mercury Mills
   Carpenter Neighbourhood and HPH Property
   Beach Strip Redevelopment
   Broughton West, Eleanor, Ryckman's and Butler
7. The Community Summaries of Developments in this section indicates changes in development plans. These changes will be incorporated into the next annual forecast review.

SECONDARY ENROLMENT SUMMARY

City Wide Summary	Secondary School Enrolments & Forecasts										
	Enrolment				Sep-93 ENROLMENT	Enrolment Forecasts					
						Enrolment Forecasts					No. of
Composite Schools	92/93 HBE Capacity	Sept 1991	Sept 1992	Sept 1993	AS % OF 1992 CAPACITY	1994	1995	1996	1997	1998	Port
Barton	1203	1305	1341	1321	110%	1325	1334	1342	1383	1400	2
Delta	1479	1066	1148	1123	76%	1113	1096	1079	1079	1065	
Glendale	1260	1234	1136	1100	87%	1086	1114	1141	1170	1174	3
Hill Park	1272	1189	1226	1191	94%	1253	1290	1342	1380	1371	2
Scott Park	1238	1105	1032	1047	85%	1034	1052	1063	1079	1079	
Sherwood	1387	1196	1095	1063	77%	1062	1130	1188	1213	1219	
Sir Allan MacNab	1502	1313	1334	1209	80%	1123	1084	1063	1011	1016	
Sir John A MacDonald	1489	1408	1450	1416	95%	1460	1489	1499	1512	1592	
Sir Winston Churchill	1198	950	969	907	76%	984	1030	1128	1249	1305	
Westdale	1621	1415	1434	1389	86%	1376	1397	1437	1440	1418	
Westmount	1318	770	751	833	63%	830	900	924	955	983	
Total	14967	12951	12916	12599	84%	12646	12916	13206	13471	13622	7
Lawrence		14	25								
Phoenix		35	52								
Total Eng. Lang.	14967	13000	12993	12599	84%	12646	12916	13206	13471	13622	
G.P. Vanier	760	406	401	480	63%	489	518	516	514	514	
City Total	15727	13406	13394	13079		13135	13434	13722	13985	14136	
W.C.B.E. at Sherwood		277	272	240		225	215	210	210	210	
Vocational Schools											
Ainslie Wood	464	310	266	232	50%	234	233	234	241		
Caledon	281	195	189	165	59%	166	165	166	171		
Crestwood	330	246	251	219	66%	221	220	221	228		
Parkview	410	362	334	292	71%	294	292	294	303		
Totals	1485	1113	1040	908	61%	915	910	915	943		

Program for the Trainable not included in above enrolments and forecasts										
Hill Park		18	23	21		18	18	17	18	17
Sherwood		5	13	15		15	14	14	15	14
Sir Winston Churchill		32	31	32		30	30	28	30	28
Westdale		10	17	16		13	12	11	12	12
Totals		65	84	84		76	74	70	75	71

COMMENTS

1. 1993 Actual Composite Enrolment is lower by 254 students than forecast in the Fall of 1992.
2. Overall Projected Increases in enrolment from September 1993 to September 1998 are:
   - Composite - up by 1023 students or 8 %
   - Vanier - up by 34 students or 7 %
   - Vocational - up by 34 students or 3.7 %
3. Projections do not include Transition Years Implications or Vocational School Changes
4. While Secondary Enrolment will be impacted by increases in Elementary Enrolment there are too many unknown variables to draw conclusions.

SU[redacted] OF ENROLMENTS AND ENROLMENT FORECASTS: BOARD OF EDUCATION FOR THE [redacted]OF HAMILTON
ENROLMENTS, CHANGES IN ENROLMENTS, PERCENT CHANGES IN ENROLMENTS AS OF SEPTEMBER 30, EACH YEAR

	ELEMENTARY SCHOOLS			SECONDARY SCHOOLS			VOCATIONAL SCHOOLS			SCHOOLS FOR THE TRAINABLE			ALL SCHOOLS		
YEAR	ENRLMNT	CHANGE	PERCENT CHANGE	ENRLMNT	CHANGE	PERCENT CHANGE	ENRLMNT	CHANGE	PERCENT CHANGE	ENRLMNT	CHANGE	PERCENT CHANGE	ENRLMNT	CHANGE	PERCENT CHANGE
1978	26754			15553			2195			439			44941		
1979	25533	-1221	-4.6%	15028	-525	-3.4%	2167	-28	-1.3%	439	0	0.0%	43167	-1774	-3.9%
1980	25859	326	1.3%	14427	-601	-4.0%	2118	-49	-2.3%	416	-23	-5.2%	42820	-347	-0.8%
1981	25417	-442	-1.7%	13911	-516	-3.6%	2041	-77	-3.6%	411	-5	-1.2%	41780	-1040	-2.4%
1982	25504	87	0.3%	13710	-201	-1.4%	2104	63	3.1%	385	-26	-6.3%	41703	-77	-0.2%
1983	25189	-315	-1.2%	13579	-131	-1.0%	2094	-10	-0.5%	342	-43	-11.2%	41204	-499	-1.2%
1984	24777	-412	-1.6%	13665	86	0.6%	2030	-64	-3.1%	305	-37	-10.8%	40777	-427	-1.0%
1985	24543	-234	-0.9%	12806	-859	-6.3%	1942	-88	-4.3%	286	-19	-6.2%	39577	-1200	-2.9%
1986	24682	139	0.6%	12328	-478	-3.7%	1794	-148	-7.6%	262	-24	-8.4%	39066	-511	-1.3%
1987	24741	59	0.2%	12562	234	1.9%	1698	-96	-5.4%	243	-19	-7.3%	39244	178	0.5%
1988	25007	266	1.1%	12620	58	0.5%	1598	-100	-5.9%	210	-33	-13.6%	39435	191	0.5%
1989	25474	467	1.9%	12754	134	1.1%	1453	-145	-9.1%	193	-17	-8.1%	39874	439	1.1%
1990	25811	337	1.3%	13106	352	2.7%	1189	-264	-18.2%	178	-15	-7.8%	40284	410	1.0%
1991	26121	310	1.2%	13429	323	2.4%	1118	-71	-6.0%	154	-24	-13.5%	40822	538	1.3%
1992	26387	266	1.0%	13466	37	0.3%	1037	-81	-7.2%	167	13	8.4%	41057	235	0.6%
1993	26721	334	1.3%	13079	-387	-3.0%	909	-128	-12.3%	166	-1	-0.6%	40875	-182	-0.4%
1994	26905	184	0.7%	13136	57	0.4%	915	6	0.7%	160	-6	-3.6%	41116	241	0.6%
1995	27009	104	0.4%	13433	297	2.2%	910	-5	-0.5%	154	-6	-3.8%	41506	390	0.9%
1996	27037	28	0.1%	13733	300	2.2%	916	6	0.7%	155	1	0.6%	41841	335	0.8%
1997	26998	-39	-0.1%	13982	249	1.8%	943	27	2.9%	156	1	0.6%	42079	238	0.6%
1998	27091	93	0.3%	14138	156	1.1%	949	6	0.6%	148	-8	-5.1%	42326	247	0.6%
1999	27149	58	0.2%	14227	89	0.6%	946	-3	-0.3%	155	7	4.7%	42477	151	0.4%
2000	27190	41	0.2%	14262	35	0.2%	943	-3	-0.3%	155	0	0.0%	42550	73	0.2%
2001	27315	125	0.5%	14116	-146	-1.0%	941	-2	-0.2%	155	0	0.0%	42527	-23	-0.1%
2002	27398	83	0.3%	14113	-3	0.0%	948	7	0.7%	155	0	0.0%	42614	87	0.2%
2003	27477	79	0.3%	14110	-3	0.0%	958	10	1.1%	155	0	0.0%	42700	86	0.2%

NOTES
(1) This forecast assumes that 85% of kindergarten students will have attended jr. kindergarten.
(2) Increase in 1980 and 1982 Elementary caused by expansion of jr kgn.
(3) Increase in 1987 secondary caused by admission of adult students.
(4) Enrolments and forecasts include W.C.B.E. students @ Sherwood S.S.: 1988 = 207, 1989 = 262, 1990 = 277, 1991 = 272, 1992 = 259, 1993 = 240.
(5) Historic enrolment data on this table was reviewed and corrected on January 25, 1991.
(6) It is assumed that vocational secondary programs will continue in 4 locations.

Research Services Department
Hamilton Board of Education
October 18, 1993

STATUS OF ACCOMMODATION IN THE LOWER CITY

ENROLMENT

Across the lower city enrolment is stable and overall schools are able to accommodate enrolment. A number of proposed housing developments that are being monitored for their impact on enrolment are in a slow or stop stage at this time. Some impact is expected on Adelaide Hoodless School from the Mercury Mills Development. As well Sanford Avenue has been monitoring enrolments in French Immersion. The impact of the new Separate Secondary School will be examined in more detail in 1995 Forecasts.

GROWTH IN ADELAIDE HOODLESS AREA

The rent-geared-to-income project on Cumberland Ave is well on its way with the eight floor building roughed in and roofed (as of March 15, 1994). It is anticipated that Adelaide Hoodless will receive its first students from this building by Christmas, 1994. In all, between 75 and 100 students could be living at this address. There is space on the site for a second building of this type but no plans are in place at the present time to proceed with the second phase.

In 1992, Adelaide Hoodless School experienced an unusual and unexplained spurt in enrolment (See Table III below for September 30 enrolments for the past 6 years.)

TABLE III
ADELAIDE HOODLESS ENROLMENT

1988	486
1989	470
1990	477
1991	484
1992	550
1993	486

In September, 1993, Adelaide Hoodless enrolment fell back to the 1988 to 1991 level, but concern must be expressed about the unexpected jump of nearly 75 students which could occur, without warning, again. The impact of the new Cumberland Ave. project on Adelaide Hoodless School is under review.

Alternatives Which May Be Considered:
(a) Change boundaries between Adelaide Hoodless and Prince of Wales. (This may require maintaining Gibson and King George Schools as Junior Kgn to Grade 6 facilities);
(b) Reorganize Adelaide Hoodless as a Junior Kgn to Grade 5 (6?) school and reorganize Prince of Wales as a middle school with a very small junior school;
(c) Reintroduce the plan to place an addition on Adelaide Hoodless School.

SANFORD AVENUE ENROLMENT STUDY

Enrolment in the French Immersion Program is being monitored. In order to support the numbers in this program, non - resident fee paying families wishing to access Lower City French Immersion Programs are being directed to Sanford Avenue. Equity of access to Inner City students is being kept in mind as this enrolment is studied.

RYERSON MIDDLE SCHOOL

The addition to Ryerson Middle School is on hold at this time until the 1994 release of Capital Expenditure Funding from the Ministry of Education and Training. The need was identified in 1992 and brought forward for approval in the 1993 Annual Report of Accommodation. It was supported for inclusion in the Strategic Plan. An additional portable was approved in the 1994 Budget.

AREA ONE — Elementary School Enrolments & Forecasts

AREA ONE		ACTUALS ON SEPTEMBER 30			Sep-93 ENROLMENT	PROJECTED FIGURES					
	92/93 HBE	Enrolment			AS % OF 1992	Enrolment Forecasts					No. of
SCHOOL	CAPACITY	Sep-91	Sep-92	Sep-93	CAPACITY	1994	1995	1996	1997	1998	Portables
A.C.E.S.	40	36	29	31	78%	32	32	32	32	32	
A. HOODLESS	613	484	550	486	79%	490	485	477	475	490	
ALLENBY	215	79	113	109	51%	117	130	138	143	150	
BENNETTO	309	293	272	262	85%	263	265	266	267	265	3
CENTENNIAL	639	505	518	489	77%	468	450	439	420	415	
CENTRAL	111	131	144	143	129%	144	142	146	145	150	1
DALEWOOD	380	336	353	338	89%	359	368	383	381	385	2
DR. J.E.DAVEY	384	303	272	270	70%	265	251	243	237	230	
EARL KITCHENER	505	482	463	499	99%	503	512	520	528	540	
GEORGE R. ALLAN	537	522	528	535	100%	542	528	515	501	510	5
GIBSON	387	276	277	253	65%	232	227	231	226	220	
HESS STREET	464	434	430	410	88%	426	425	428	419	410	
KING GEORGE	345	246	242	224	65%	225	227	215	217	210	
PRINCE OF WALES	740	564	543	577	78%	561	570	568	563	560	
PRINCE PHILIP *	320	296	286	282	88%	285	297	306	316	305	1
QUEEN VICTORIA	292	217	229	223	76%	227	232	245	252	245	
ROBERT LAND	399	275	264	257	64%	245	232	226	226	230	
RYERSON	388	387	387	409	105%	409	407	396	380	390	2
SANFORD AVENUE	758	327	336	376	50%	390	391	392	396	400	
STINSON STREET	297	271	266	302	102%	313	319	322	321	320	
STRATHCONA	243	246	236	230	95%	225	213	209	212	215	
TWEEDSMUIR	359	297	277	284	79%	299	329	319	321	320	
TOTALS	8725	7007	7015	6989	80%	7020	7032	7016	6978	6992	14

NOTES

(1) *Enrolments and forecasts include program for the trainable.

(2) Lapp and Mercury Mills developments are exluded.

AREA ONE — Secondary School Enrolments & Forecasts

AREA ONE		ACTUALS ON SEPTEMBER 30			Sep-93 ENROLMENT	PROJECTED FIGURES					
	92/93 HBE	Enrolment			AS % OF 1992	Enrolment Forecasts					No. of
School	Capacity	Sep-91	Sep-92	Sep-93	CAPACITY	1994	1995	1996	1997	1998	Portables
SCOTT PARK	1238	1105	1032	1047	85%	1034	1052	1063	1079	1079	
SIR J. A. MACDONALD	1489	1408	1450	1416	95%	1460	1489	1499	1512	1592	
WESTDALE*	1621	1415	1434	1389	86%	1376	1397	1437	1440	1418	
LAWRENCE		14	25								
AINSLIE WOOD	464	310	266	232	50%	234	233	234	241		
PARKVIEW	410	362	334	292	71%	294	292	294	303		
TOTALS	5222	4614	4541	4376	84%	4398	4463	4527	4575		0

NOTES

(1) Lawrence was integrated into Sir John A. MacDonald in September 1993.

(2) *Enrolments and forecasts exclude TR program.

AREA THREE — Elementary School Enrolments & Forecasts

AREA THREE		ACTUALS ON SEPTEMBER 30			Sep-93 ENROLMENT AS % OF 1992	PROJECTED FIGURES					
	92/93 HBE	Enrolment				Enrolment Forecasts					No. of
SCHOOL	CAPACITY	Sep-91	Sep-92	Sep-93	CAPACITY	1994	1995	1996	1997	1998	Portables
A.M. CUNNINGHAM	380	331	348	353	93%	361	353	338	333	335	2
ELIZABETH BAGSHAW	534	338	337	363	68%	367	345	329	336	340	
FAIRFIELD	252	255	254	257	102%	259	260	256	253	260	
GLEN BRAE	388	268	294	295	76%	289	294	284	296	290	
GLEN ECHO	327	251	259	251	77%	254	249	252	245	250	1
HILLCREST	518	293	285	319	62%	299	323	360	365	360	
HILLSDALE	354	232	215	243	69%	233	235	224	225	230	
LAKE AVENUE	601	534	540	585	97%	607	595	606	609	610	4
LLOYD GEORGE	417	230	222	223	53%	225	227	226	228	225	
MEMORIAL	632	655	645	648	103%	657	660	660	663	650	
PARKDALE	303	225	237	229	76%	229	237	247	243	245	
QUEEN MARY	717	548	556	560	78%	567	569	577	588	590	
RED HILL	302	269	241	231	76%	231	229	235	238	240	1
ROSEDALE	265	237	233	230	87%	232	248	251	252	245	
ROXBOROUGH PK	400	359	355	364	91%	386	394	377	388	380	1
SIR ISAAC BROCK	250	276	270	283	113%	281	276	282	277	285	1
SIR WILFRED LAURIER	665	662	622	627	94%	606	614	605	591	610	
VISCOUNT MONT*	473	351	360	381	81%	373	356	376	376	376	
W.H. BALLARD	875	719	711	755	86%	752	747	747	756	740	
WOODWARD	196	276	282	275	140%	285	285	271	275	280	4
TOTALS	8849	7309	7266	7472	84%	7493	7496	7503	7537	7541	14

NOTES

(1) *Enrolments and forecasts include program for the trainable.

(2) Elizabeth Bagshaw capacity excludes the Area 3 offices.

(3) Redevelopment of Beach Strip is excluded.

AREA THREE — Secondary School Enrolments & Forecasts

AREA THREE		ACTUALS ON SEPTEMBER 30			Sep-93 ENROLMENT AS % OF 1992	PROJECTED FIGURES					
	92/93 HBE	Enrolment				Enrolment Forecasts					No. of
School	Capacity	Sep-91	Sep-92	Sep-93	CAPACITY	1994	1995	1996	1997	1998	Portables
DELTA	1479	1066	1148	1123	76%	1113	1096	1079	1079	1065	
GLENDALE	1260	1234	1136	1100	87%	1086	1114	1141	1170	1174	3
S.W. CHURCHILL*	1198	950	969	907	76%	984	1030	1128	1249	1305	
TOTALS	3937	3250	3253	3130	80%	3183	3240	3348	3498	3544	3

NOTE

*Enrolments and forecasts exclude TR program.

STATUS OF ACCOMMODATION ON THE MOUNTAIN

ENROLMENT

Schools on the south mountain continue to experience growth in enrolment. Two trends are taking place - in fill in newly developed neighbourhoods between Limeridge Road and Stone Church Road and the beginning of new developments south of Rymal Road.

While Table II at the beginning of this section (page 25) outlines the upper city enrolment growth over the past five years, growth has been present in the upper city for much longer. This growth has been accommodated through a number of actions:

(a) Building new facilities (Helen Detwiler, Gordon Price, Lincoln Alexander);
(b) Re-opening previously closed schools (Burkholder, Highview, Norwood, Ryckman's, Sherwood);
(c) Placing major additions on existing schools (R.A.Riddell, G.L.Armstrong, C.B.Stirling);
(d) By adding large numbers of portables to existing schools (Thornbrae, Buchanan Park, C.B.Stirling);
(e) By placing small numbers of portables at a large number of upper city schools.

Over the past five years, approximately 10.75% of the total population in growth areas of the upper city has been children attending public elementary schools. If this trend continues, it might be expected that over 1600 of the expected growth of 15,071 people forecasted by the city Planning Department (Table I page) will be children attending HBE elementary schools by 1999. It must be noted that the growth forecast of 1600 additional elementary students living between Mohawk Road and the south city limits includes only those subdivisions which are registered (or about to be registered). In addition, considerable property exists in this area which will be developed in subsequent years.

Current plans for accommodating these additional children focus on new schools in Blocks 74 and 87 (middle schools) and in Blocks 89 and 90 (junior schools). When these facilities are built, considerable revision to existing upper city elementary school boundaries must be expected and transportation costs will be significantly reduced. With fiscal restraint a characteristic of the mid to late 1990s, alternative plans are being developed to accommodate the expected growth. These alternatives together with the initial plans of building an additional four schools are outlined.

ALTERNATIVE PLANS TO ACCOMMODATE EXPECTED GROWTH IN UPPER CITY ELEMENTARY SCHOOL ENROLMENTS

CURRENT PROPOSAL IN STRATEGIC PLAN - BUILDING FOUR NEW ELEMENTARY SCHOOLS

ADVANTAGES

Transportation costs will be substantially reduced. In March, 1994, 48 bus routes served the area between Mohawk Road and the southern city limit. Each bus costs $30,000 per year. New facilities could eliminate a substantial amount of the current transportation of students attending regular programs.

DISADVANTAGES

Considerable doubt exists as to the ability of the Ontario government to participate in the capital funding of these facilities and the financial burden to local ratepayers would be prohibitive without provincial support. These proposals are on hold at this time until Capital Expenditure Funding for 1994 is announced by the Ministry of Education and Training.

PROPOSED PLAN FOR ACCOMMODATING STUDENTS IN THE PROPOSED NEW SCHOOLS

BLOCK 90 JUNIOR SCHOOL

Block 90 Junior School (**Templemead**) would accommodate all junior school students living in Block 90 (approximately 50 students per grade in 1993-94, and expected to grow by 10% over the next several years). These students are currently bussed to Sherwood, Huntington and a few to Vern Ames.

Students living south of Rymal Road east of Upper Wentworth Street (Blocks 96, 97, 98) would continue to be bussed to Sherwood and Huntington. Continued substantial growth is anticipated in this area for the next five years and these two schools will be fully extended in accommodating families moving to this area.

BLOCK 89 JUNIOR SCHOOL

Block 89 Junior School (Eleanor) would accommodate all junior school students living in that block (approximately 30 students per grade and currently attending Lincoln Alexander) and one half of the students living in Block 88 currently attending Thornbrae).
With the opening of a new school in Block 89, space would be made available in Lincoln Alexander for students living in the south half of Block 78 currently attending Thornbrae. Some relief of Thornbrae currently (at 160% of capacity) would be provided.

BLOCK 87 MIDDLE SCHOOL

Block 87 Middle School (Barnstown) would accommodate students in grades 6, 7 and 8 living in blocks 86, 87, 88, 95 and 96. At the present time, these students are bussed to Cardinal or Burkholder. Both of these schools are crowded and each school has 3 portables. Whether additional portables can be placed on these properties is an engineering question which will have to be reviewed.

BLOCK 74 MIDDLE SCHOOL

Block 74 Middle School (Gourley) would accommodate students living in blocks 74, 75, 84, 85 and 94. Whether students moving into the new Carpenter Neighbourhood (Block 93) would attend this school or Westview will have to be reviewed. At the present time, there are three middle school programs west of Upper James Street (R. A. Riddell, Chedoke and Westview). Review of the enrolments and capacities of these schools indicates that all these facilities are fully extended. Current plans for real estate development indicate that substantial additional middle school space will be required within the next two years.

PROPOSED PLANS TO ACCOMMODATE NEW FAMILIES MOVING INTO THE AREA SOUTH OF MOHAWK ROAD WITHOUT NEW SCHOOL BUILDINGS

All three initiatives listed will be required to accommodate junior school enrolment growth south of Limeridge, east of Upper James Street. These plans must be considered as a "patchwork" organization. Continued revision to school boundaries will be required as new subdivisions overextend temporary accommodation. As parents are very resistant to school changes for their children, duplicate transportation arrangements will be required during periods of change.

(i) BUSSING TO VINCENT MASSEY JUNIOR SCHOOL

Vincent Massey is a small school with 10 classrooms, a library and a playroom. Depending on the number of special education classes, this school could have a capacity of approximately 250 students.

(ii) BUSSING TO COMLEY JUNIOR SCHOOL

Comley is a very small school of seven rooms (no playroom, no library). Comley could have a capacity of about 140 students. It would be best twinned with another Junior School in order to provide for gymnasium time. Vern Ames would be viable.

(iii) ADDITIONAL PORTABLES ATTACHED TO HELEN DETWILER, JAMES MACDONALD, LINCOLN ALEXANDER AND HIGHVIEW

Attaching large numbers of portables onto existing facilities places additional burdens on washrooms, gymnasia, libraries, special education programs, parking lots and other school facilities. As well, these schools do not have facilities for middle school programs so a bussing network would have to be established to provide that program.

THE POSSIBILITY/ADVISABILITY OF USING CRESTWOOD SECONDARY SCHOOL FOR MIDDLE SCHOOL ENROLMENT

Crestwood School is in the wrong location to serve the expanding elementary enrolment growth south of Limeridge Road. If this school is to be brought into inventory for middle school programming, long-term bussing will be required. Experience with the conversion of Albion Secondary School into Elizabeth Bagshaw Middle School indicates that this kind of change could become enormously expensive. It may be that the building of a new school, in the right place, with the right facilities, would cost the same amount of money in the short run and be far less expensive in terms of transportation in the longer run. It also must be kept in mind that, with continued housing development in the south upper city, enrolment growth will over-extend capacity at Barton and Hill Park. Crestwood could serve to relieve secondary school crowding in the next 2 to 5 years.

SUMMARY REMARK FOR SECTION 2

The decision to provide a middle school west of Upper James Street may be postponed for a year or two. However, developers' plans for the Mountview Neighbourhood (Block 45), Blocks 84 and 93 must be closely monitored to prevent existing west upper city facilities from being swamped in the late 1990s.

Provision of additional facilities for both junior and middle elementary grades south of Limeridge Road and east of Upper James Street is becoming critical. Decisions regarding this question can no longer be postponed.

RIDGEMOUNT JUNIOR ELEMENTARY SCHOOL NORTHERN BOUNDARY

With continued development in Block 76 (Dicenzo Gardens), Ridgemount School is experiencing substantial growth. Prior to September, 1994, the school admitted a small number of students living west of Upper James Street. Beginning in September, 1994, this practice will no longer continue. When Norwood Park School was closed in June, 1984, parents in Block 50 were given the opportunity of sending their children to any school of their choice. Since that time, approximately 25 to 30 children have attended Ridgemount School from Block 50 each year. If the northern boundary for Ridgemount School were to be drawn at **Mohawk Road**, families in the southern area of Block 50 would be required to choose from Buchanan Park, Linden Park and Queensdale. Review of long range enrolment forecasts for these three schools indicate that some space exists in each of them and that new families living in Block 50 could be easily accommodated among the three schools. Careful review of distances between homes and schools in this area indicate that no child would live more than one mile from at least one of these schools.

It is recommended that new families living in Block 50 (bounded by Fennel Ave., Upper Wellington St., Mohawk Road, and Upper James St.) be required to enrol their children in one of Queensdale, Buchanan Park or Linden Park. beginning in September, 1994.

An additional portable for placement at Ridgemount was approved in the 1994 Budget.

AREA TWO — Elementary School Enrolments & Forecasts

AREA TWO	92/93 HBE	ACTUALS ON SEPTEMBER 30 Enrolment			Sep-93 ENROLMENT AS % OF 1992	PROJECTED FIGURES Enrolment Forecasts					No. of
SCHOOL	CAPACITY	Sep-91	Sep-92	Sep-93	CAPACITY	1994	1995	1996	1997	1998	Portables
BUCHANAN PARK	255	253	243	234	92%	230	231	226	224	230	2
CHEDOKE*	575	470	488	469	82%	489	470	473	463	468	
EASTMOUNT PARK	323	270	271	263	81%	275	272	276	282	280	
G.L. ARMSTRONG	604	577	586	623	103%	635	641	651	673	660	1
G.E. PRICE	481	380	393	391	81%	391	389	381	389	390	
HOLBROOK	315	278	253	253	80%	240	237	225	221	225	
JAMES MACDONALD	367	236	228	248	68%	240	254	252	252	260	
LINDEN PARK*	294	236	227	210	71%	220	226	223	232	235	
MOUNTVIEW	276	295	282	279	101%	289	285	292	298	300	2
NORWOOD PARK	535	474	488	464	87%	437	425	420	412	415	5
QUEENSDALE	278	267	268	266	96%	268	267	262	258	260	
R.A. RIDDELL	669	713	687	647	97%	647	621	628	620	610	9
RIDGEMOUNT	271	249	278	297	110%	313	320	331	341	355	
RYCKMAN'S CORNERS	117	116	120	110	94%	120	128	138	145	150	2
SENECA*	366	301	274	266	73%	249	234	229	220	220	
WESTVIEW	371	351	353	342	92%	337	322	329	325	330	3
WESTWOOD	372	413	398	406	109%	401	390	374	380	390	2
TOTALS	6469	5879	5837	5768	89%	5781	5712	5710	5735	5778	26

NOTES

(1) *Enrolments and forecasts include program for the trainable.

(2) Carpenter Neighbourhood and HPH Property developments are excluded.

AREA TWO — Secondary School Enrolments & Forecasts

AREA TWO	92/93 HBE	ACTUALS ON SEPTEMBER 30 Enrolment			Sep-93 ENROLMENT AS % OF 1992	PROJECTED FIGURES Enrolment Forecasts					No. of
School	Capacity	Sep-91	Sep-92	Sep-93	CAPACITY	1994	1995	1996	1997	1998	Portables
HILL PARK*	1272	1189	1226	1191	94%	1253	1290	1342	1380	1371	2
CALEDON	281	195	189	165	59%	166	165	166	171		
CRESTWOOD	330	246	251	219	66%	221	220	221	228		
PHOENIX		35	52								
SIR ALLAN MACNAB	1502	1313	1334	1209	80%	1123	1084	1063	1011	1016	
WESTMOUNT	1318	770	751	833	63%	830	900	924	955	983	
TOTALS	4703	3748	3803	3617	77%	3593	3659	3716	3745		2

NOTES

(1) *Enrolments and forecasts exclude TR program.

(2) Phoenix was integrated into Westmount in September 1993.

AREA FOUR — Elementary School Enrolments & Forecasts

AREA FOUR		ACTUALS ON SEPTEMBER 30			Sep-93 ENROLMENT AS % OF 1992 CAPACITY	PROJECTED FIGURES					
	92/93 HBE	Enrolment				Enrolment Forecasts					No. of
SCHOOL	CAPACITY	Sep-91	Sep-92	Sep-93		1994	1995	1996	1997	1998	Portables
BURKHOLDER DRIVE	306	308	344	352	115%	368	370	367	353	365	3
CARDINAL HEIGHTS	388	371	392	415	107%	434	464	516	575	600	3
C.B. STIRLING	554	595	555	576	104%	574	578	571	557	560	10
FERNWOOD PARK	276	224	214	214	78%	219	222	233	222	225	
FRANKLIN ROAD	513	334	414	376	73%	373	375	385	398	420	
HAMPTON HEIGHTS	490	419	348	333	68%	335	337	333	333	335	
HELEN DETWILER	522	347	437	507	97%	550	581	587	592	610	
HIGHVIEW	490		203	288	59%	314	338	375	390	420	
HUNTINGTON PARK*	425	354	358	367	86%	361	346	339	339	342	
LAWFIELD	396	428	398	376	95%	362	371	391	390	395	3
LINCOLN ALEXANDER	333	361	391	401	120%	402	385	368	367	360	1
LISGAR*	399	344	311	325	81%	336	338	346	357	355	
PAULINE JOHNSON	349	400	385	389	111%	394	405	420	424	430	5
PEACE MEMORIAL	415	316	297	291	70%	303	306	328	334	325	
RICHARD BEASLEY	323	340	312	303	94%	304	297	288	282	275	2
SHERWOOD HTS.	313	93	229	308	98%	329	360	395	430	435	
THORNBRAE	271	478	462	443	163%	435	434	426	410	400	7
VERN AMES	289	297	301	308	107%	322	319	319	319	320	1
TOTALS	7052	6009	6351	6572	93%	6715	6826	6987	7072	7172	35

NOTES

(1) *Enrolments and forecasts include program for the trainable.

(2) Major developments in Broughton West, Eleanor, Ryckman's and Butler are excluded.

AREA FOUR — Secondary School Enrolments & Forecasts

AREA FOUR		ACTUALS ON SEPTEMBER 30			Sep-93 ENROLMENT AS % OF 1992 CAPACITY	PROJECTED FIGURES					
	92/93 HBE	Enrolment				Enrolment Forecasts					No. of
School	Capacity	Sep-91	Sep-92	Sep-93		1994	1995	1996	1997	1998	Portables
BARTON	1203	1305	1341	1321	110%	1325	1334	1342	1383	1400	2
SHERWOOD	1387	1196	1095	1063	77%	1062	1130	1188	1213	1219	
TOTALS	2590	2501	2436	2384	92%	2387	2464	2530	2596	2619	2

NOTE

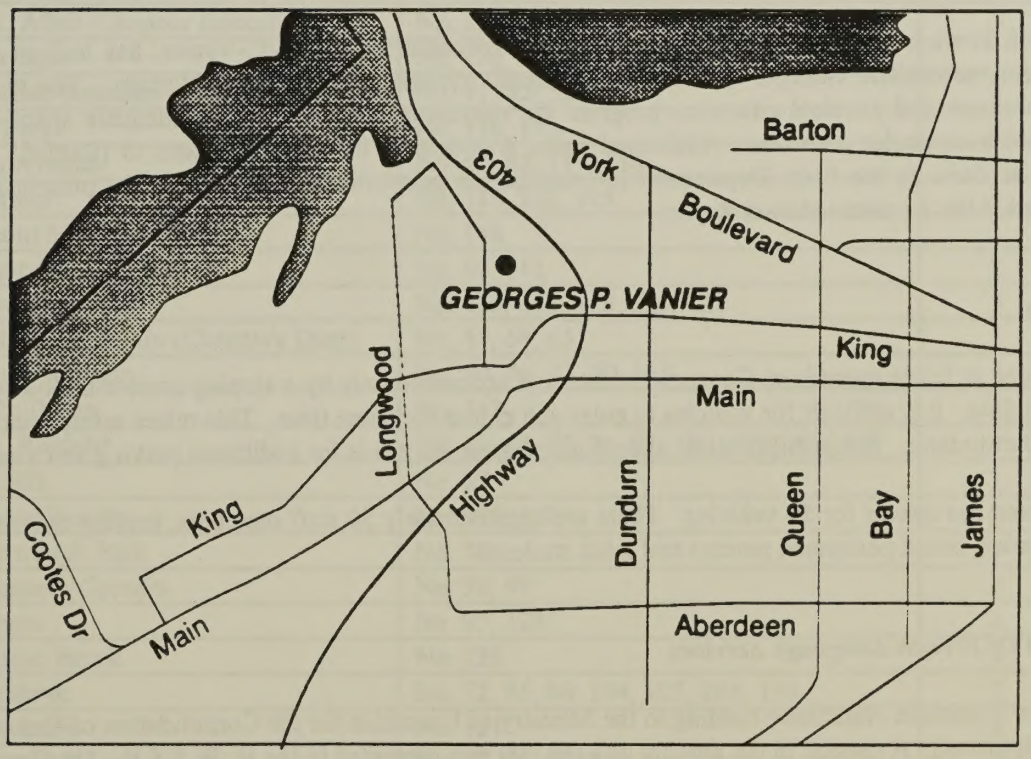
(1) *Enrolments and forecasts exclude TR program.

AREA FIVE

(French Language Section)

Surintendant des écoles de langue française

Rosaire C. Lavoie



AREA FIVE (French Language Section) contains one school, Georges-P.-Vanier, which draws French Language students from all parts of the city and neighbouring municipalities.

Enrolment Summary and Forecast

	Capacity	1991 Enrol.	1992 Enrol.	1993 Enrol.	1993 Enrolment as % of Capacity	1994	1995	1996	1997
Georges P. Vanier	760	406	401	480	63 %	489	518	516	514

OVERVIEW OF AREA FIVE

French Language Section

Handicap Accessibility

We presently have students in the Elementary French Language Feeder Schools confined to wheelchairs. These students will probably pursue their French Language Education at École secondaire Georges-P.-Vanier. The two storey, four level school needs modifications in order to be accessible to all handicaps. A feasibility study should be done by the Plant Department to assess the changes necessary to permit access to the handicaps with a report incorporated in the Accommodation Report.

Accommodation

A 16% growth in student enrolment since 1991 at École secondaire Georges-P.-Vanier, has had an impact on its facilities. École secondaire Georges-P.-Vanier has a single gymnasium, and no auditorium. The music program, theatre arts program and physical education program are continuously competing for adequate space to offer their regular and extra curricular activities. Additional space is necessary for these programs to flourish. A feasibility study should be done by the Plant Department to examine the possibilities of expanding the present facility and a report included in the Accommodation Report .

Parking Area

The parking area at École secondaire Georges-P.-Vanier is accessible only by a sloping narrow driveway on the west side of the building. It is difficult for vehicles to enter and exit at the same time. This raises safety concerns for both the staff and the students. A feasibility study should incorporate the needs for additional parking and a second exit.

The parking area has spaces for 56 vehicles. There are approximately 50 staff members, leaving only six spaces for visitors, deliveries, board personnel, parents and adult students.

Consolidation Of French-Language Services

The request for Transition Assistance funding to the Ministry of Education for the Consolidation of French-Language Services was approved. A cheque in the amount of $350,000 was presented to the H.-W.S.S.B. The Consolidation of services into one site has been completed . The new site should house the services of the French-Language Health Centre and the educational services of the Board of Education for the City of Hamilton and the Hamilton-Wentworth Separate School Board.

NOTES:

- Grades 7 and 8 French Language students from Waterloo and Wellington RCSS Boards will continue to attend École secondaire Georges-P.-Vanier for Design and Technology and Family Studies courses on a fee for service basis.
- The French Language Section continues to offer through an articulation agreement with the Ministry of Education and Mohawk College the Ontario Basic Skills Program for Adults.

PORTABLE CLASSROOM LOCATIONS EFFECTIVE SEPTEMBER, 1993

A. M. Cunningham	No. 58, 113	2
Barton	No. 147, 148	2
Bennetto	No. 87, 98, 123	3
Buchanan Park	No. 71, 88	2
Burkholder	No. 108, 109, 144	3
C. B. Stirling*	No. 3, 8, 67, 79, 80, 81, 82, 91, 92, 93	10
Cardinal Heights	No. 135, 136, 137	3
Central	No. 129	1
Comley	No. 42	1
Dalewood	No. 124, 142	2
220 Dundurn	No. 22, 38	2
G. L. Armstrong	No. 131	1
G. R. Allan (Outdoor Education)	No. 2, 55, 59, 73, 94	5
Glen Echo	No. 130	1
Glendale Secondary	No. 31, 83, 127	3
Hill Park	No. 116, 149	2
Lake Avenue	No. 61, 62, 117, 118	4
Lawfield	No. 114, 122, 145	3
Lincoln M. Alexander	No. 146	1
Mountview	No. 68, 141	2
Norwood Park	No. 110, 111, 119, 120, 132	5
Outdoor Education (Christie's Dam)	No. 45, 54, 65	3
Pauline Johnson	No. 50, 76, 77, 78, 115	5
Prince Philip	No. 143	1
R. A. Riddell*	No. 51, 52, 75, 96, 97, 100, 101, 102, 103	9
Red Hill	No. 57	1
Richard Beasley	No. 139, 140	2
Roxborough Park	No. 70	1
Ryckman's Corners	No. 90, 99	2
Ryerson	No. 95, 128	2
Sir Isaac Brock	No. 126	1
Thornbrae	No. 72, 85, 86, 104, 105, 106, 138	7
Vern Ames	No. 121	1
Vincent Massey	No. 17, 40, 48, 53	4
Westview	No. 84, 107, 133	3
Woodward	No. 74, 89, 112, 125	4
Westwood	No. 134, 150	2
TOTAL PORTABLES		**106**
STANDARD CLASSROOMS		**102**
DOUBLES JOINED FOR PLAYROOMS		**4**

* Portables 3 and 67, 51 and 52 are twinned

NEW PORTABLES TO BE PURCHASED FOR 1994

Ryerson		1
Ridgemount		1

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

CAPACITY OF SCHOOLS

CAPACITY OF SCHOOLS

INTRODUCTION

The following eight tables provide a survey of the number of instructional rooms in Hamilton Board of Education elementary and secondary schools as of September 30, 1992. The principal of each school was contacted to assist with the completion of this project and a summary of all schools' data was forwarded to every school to confirm the findings.

It should be noted that, for 1992-93, many schools (but not all) report the use of one room as a resource withdrawal room. In some cases this change has reduced the capacity of a school by as much as 28 seats.

In addition, some schools are now including basement rooms, which have been upgraded, as classrooms. This change has increased the capacity of a few of our schools, according to the purpose of classrooms added, by as much as 40 students per room.

Because of the changes in rules by which capacity was calculated for 1992-93, comparisons to capacity of 1991-92 may be difficult.

GLOSSARY OF ABBREVIATIONS FOR ELEMENTARY TABLES

COLUMN	ABBREVIATION	ABBREVIATION MEANING	STUDENT LOADING
1	Lb/1G	Library and First Gym	0
2	EXGM	Extra Gyms	0
3	SMALLW	Resource Withdrawal Room	0
4	FS/DT	Family Studies & Design Technology	17.5
5	JK/K	Junior Kindergarten & Kindergarten	40
6	GR12	Grades One and Two	20
7	GR3	Grade Three	24.75
8	GR456	Grades Four, Five and Six	26.15
9	GR78	Grades Seven and Eight	27.5
10	SUBJ	Special Subject Rooms	27.5
11	C&WR2	Computer & "Writing to Read" Rooms	0
12	CORE	Core French & Core English	26
13	AUD	Auditory Impairment	8
14	AUT	Autistic	6
15	BEH	Behaviour	8
16	GLD	General Learning Disabilities	16
17	PGLD	Primary General Learning Disabilities	12
18	GFTD	Gifted Program	25
19	MULT	Multiply Handicapped	6
20	ORTH	Orthopaedic	12
21	SLD	Specific Learning Disabilities	8
22	S&L	Speech and Language	10
23	T R	Trainable Retarded	10
24	ESL	English as a Second Language	0
25	VAC	Vacant Classroom	26

CAPACITY OF ALL ELEMENTARY SCHOOLS: SEPTEMBER, 1992

Hamilton Board Of Education Rules

TYPE OF ROOM AND CAPACITY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Lib/ 1Gm	**Ex Gym**	**Smal l W**	**Fs Dt**	**JK/K**	**Gr 1/2**	**Gr 3**	**Gr 4/5/6**	**Gr 7/8**	**Subj**	**C/ W2r**	**Core**	**Aud**	**Aut**	**Beh**	**Gld**	**Pgld**	**Gftd**	**Mult**	**Orth**	**Sld**	**S&L**	**TR**	**Esl**	**Vac**	**bsmt clrm in C1 to C24**	**Total Rooms**	**Total HBE Cap.**	**Ptbl as Clrm**	**Ptbl not Clrm**
Ministry Rules	**00.0**	**35.0**	**00.0**	**17.5**	**40.0**	**20.0**	**35.0**	**35.0**	**35.0**	**35.0**	**35.0**	**35.0**	**08.0**	**06.0**	**08.0**	**16.0**	**12.0**	**25.0**	**06.0**	**12.0**	**08.0**	**10.0**	**10.0**	**35.0**	**35.0**					
H.B.E. Rules	**00.0**	**00.0**	**00.0**	**17.5**	**40.0**	**20.0**	**24.8**	**26.2**	**27.5**	**27.5**	**00.0**	**26.0**	**08.0**	**06.0**	**08.0**	**16.0**	**12.0**	**25.0**	**06.0**	**12.0**	**08.0**	**10.0**	**10.0**	**00.0**	**26.0**					
ROOM USE: SEP 1992																														
AREA 1	43	5	12	10	42	69	31	65	30	30	23	21	0	0	2	4	1	3	1	0	17	3	2	7	18	13	439	**8725.00**	10	3
AREA 2	34	2	11	10	33	57	23	45	20	27	15	12	2	3	1	1	1	4	0	2	10	3	5	2	5	0	328	**6469.50**	19	5
AREA 3	43	5	10	16	43	66	32	59	33	35	23	25	0	0	4	4	1	2	2	0	15	5	2	6	12	6	443	**8846.85**	14	0
AREA 4	36	1	6	12	35	59	23	44	24	41	14	12	0	0	2	1	0	3	2	1	9	2	4	1	7	0	339	**7054.35**	28	3
Totals	**156**	**13**	**39**	**48**	**153**	**251**	**109**	**213**	**107**	**133**	**75**	**70**	**2**	**3**	**9**	**10**	**3**	**12**	**5**	**3**	**51**	**13**	**13**	**16**	**42**	**19**	**1549**	**31095.7**	**71**	**11**

CAPAC[illegible]Y OF AREA ONE ELEMENTARY SCHOOLS: SEPTEMBER, 19[illegible]

Hamilton Board Of Education Rules

TYPE OF ROOM AND CAPACITY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Lib/ 1Gm	Ex Gym	Smal l W	Fs Dt	JK/ K	Gr 1/2	Gr 3	Gr 4/5/6	Gr 7/8	Subj	C/ W2r	Core	Aud	Aut	Beh	Gld	Pgld	Gftd	Mult	Orth	Sld	S&L	TR	Esl	Vac	bsmt clrm in C1 to C24	Total Rooms	Total HBE Can.	Ptbl as Clrm	Ptbl not Clrm
Ministry Rules	00.0	35.0	00.0	17.5	40.0	20.0	35.0	35.0	35.0	35.0	35.0	35.0	08.0	06.0	08.0	16.0	12.0	25.0	06.0	12.0	08.0	10.0	10.0	35.0	35.0					
H.B.E. Rules	00.0	00.0	00.0	17.5	40.0	20.0	24.8	26.2	27.5	27.5	00.0	26.0	08.0	06.0	08.0	16.0	12.0	25.0	06.0	12.0	08.0	10.0	10.0	00.0	26.0					
ROOM USE: SEP 1992																														
Adel. Hoodless	2	1	1		2	3	2	3	4	2	1	5									3				1	4	30	**612.95**		
Allenby	2				2	1	1	1			1						1								2		11	**214.90**		
A.C.E.S.																					5						5	**40.00**		
Bennetto	3			2				1	6	3	1																16	**308.65**	3	
Centennial	2	1	1		3	7	3	6		1	2	1			1						1			2	3		34	**638.65**		
Central	2		1		1	1	1	1																			7	**110.90**	1	
Dalewood	2	1	1	2				3	3	3	1	2						2									20	**380.45**	2	
Dr. J. E. Davey	2		1		3	6	2	3			1					1											19	**383.95**		
Earl Kitchener	2				3	5	3	5		1	1	2														3	22	**504.50**		
G. R. Allan	2		1		4	8	1	5		1	1	1									1						25	**537.00**	2	3
Gibson	2				2	4	2	3		2	1										1	1		1	1		20	**386.95**		
Hess Street	2		1		3	5	2	6		1	1											1		1			23	**463.90**		
King George	2		1		2	3	2	3		1	2	1				1					1					1	19	**345.45**		
Prince of Wales	2	1	1	2	3	4	2	5	4	6	1	1				1					1					1	34	**740.25**		
Prince Philip	2				2	3	2	3			1	1									2		1				17	**319.95**	1	
Queen Victoria	2				2	2	1	2		1	1	1						1	1				1				15	**291.55**		
Robert Land	2				3	4	2	2		1	1	1									1	1			1		19	**399.30**		
Ryerson	2			2				2	5	5	1	1															18	**388.30**	1	
Sanford	2	1	1		3	6	2	4		1	2	2			1	1								1	10		37	**757.60**		
Stinson	2		1		2	4	2	2		1	1										1			2		4	18	**297.30**		
Strathcona	2		1		2	3	1	3			1																13	**243.20**		
Tweedsmuir	2			2				2	8		1	2															17	**359.30**		
Totals	**43**	**5**	**12**	**10**	**42**	**69**	**31**	**65**	**30**	**30**	**23**	**21**	**0**	**0**	**2**	**4**	**1**	**3**	**1**	**0**	**17**	**3**	**2**	**7**	**18**	**13**	**439**	**8725.0**	**10**	**3**

NOTES: (1) Basement rooms used as classrooms are included under the appropriate room type in columns 1 to 24.
The number of basement rooms used as classrooms in each school is reported in column 26.

(2) Stinson data excludes A.C.E.S.

(3) Sanford data includes the third floor.

(4) Central includes only the first floor.

(5) Bennetto auditorium is included in column one.

CAPACITY OF AREA TWO ELEMENTARY SCHOOLS: SEPTEMBER, 1992

Hamilton Board Of Education Rules

TYPE OF ROOM AND CAPACITY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Lib/ 1Gm	Ex Gym	Smal l W	Fs Dt	JK/ K	Gr 1/2	Gr 3	Gr 4/5/6	Gr 7/8	Subj	C/ W2r	Core	Aud	Aut	Beh	Gld	Pgld	Gftd	Mult	Orth	Sld	S&L	TR	Esl	Vac	bsmt clrm in C1 to C24	Total Rooms	Total HBE Can.	Ptbl as Clr	Ptbl not Clr
Ministry Rules	00.0	35.0	00.0	17.5	40.0	20.0	35.0	35.0	35.0	35.0	35.0	35.0	08.0	06.0	08.0	16.0	12.0	25.0	06.0	12.0	08.0	10.0	10.0	35.0	35.0					
H.B.E. Rules	00.0	00.0	00.0	17.5	40.0	20.0	24.8	26.2	27.5	27.5	00.0	26.0	08.0	06.0	08.0	16.0	12.0	25.0	06.0	12.0	08.0	10.0	10.0	00.0	26.0					
ROOM USE: SEP 1992																														
Buchanan Park	2				2	3	1	3			1						1										13	**255.20**	2	2
Chedoke	2		1	2				3	6	6	1	3									1		2		1		28	**575.45**		
Eastmount Park	2		1		2	3	1	3			1	1									1	2			1		18	**323.20**		
G. L. Armstrong	2	1		2	2	4	1	5	3	5	1	1									1						28	**604.50**		
Gordon Price	2		1		3	6	2	3		1		1			1										2		22	**481.45**		
Holbrook	2				2	4	1	3		1	1									2							16	**314.70**		
Jas. Macdonald	2		1		4	3	1	2		1	1	1									2			1			19	**366.55**		3
Linden Park	2		1		2	2	1	2		1	1	1						1			1		1	1			17	**293.55**		
Mountview	2				2	3	2	3			1										1						14	**275.95**		
Norwood	2			2	2	5	2	2	4	3	1	1															24	**535.30**	5	
Queensdale	2		1		2	4	2	2			1		2														16	**277.80**		
R. A. Riddell	2	1	1	2	3	7	2	4	4	4	1																31	**669.10**	9	
Ridgemount	2				2	4	1	3													1						13	**271.20**		
Ryckman's Crnrs	2		1		1	1	1	1			1			1													9	**116.90**	2	
Seneca	2		1		2	3	2	3			1	1				1						1	2		1		20	**365.95**		
Westview	2		1	2					3	5	1	2		1				2			1						20	**371.00**		
Westwood	2		1		2	5	3	3			1			1				1			1						20	**371.70**	1	
Totals	**34**	**2**	**11**	**10**	**33**	**57**	**23**	**45**	**20**	**27**	**15**	**12**	**2**	**3**	**1**	**1**	**1**	**4**	**0**	**2**	**10**	**3**	**5**	**2**	**5**	**0**	**328**	**6469.5**	**19**	**5**

NOTES: (1) Basement rooms used as classrooms are included under the appropriate room type in columns 1 to 24.
The number of basement rooms used as classrooms in each school is reported in column 26.

CAPACITY OF AREA THREE ELEMENTARY SCHOOLS: SEPTEMBER, 1992

Hamilton Board Of Education Rules

TYPE OF ROOM AND CAPACITY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Lib/ 1Gm	Ex Gym	Smal l W	Fs Dt	JK/ K	Gr 1/2	Gr 3	Gr 4/5/6	Gr 7/8	Subj	C/ W2r	Core	Aud	Aut	Beh	Gld	Pgld	Gftd	Mult	Orth	Sld	S&L	TR	Esl	Vac	bsmt clrm in C1 to C24	Total Rooms	Total HBE Can.	Ptbl as Clr	Ptbl not Clr
Ministry Rules	00.0	35.0	00.0	17.5	40.0	20.0	35.0	35.0	35.0	35.0	35.0	35.0	08.0	06.0	08.0	16.0	12.0	25.0	06.0	12.0	08.0	10.0	10.0	35.0	35.0					
H.B.E. Rules	00.0	00.0	00.0	17.5	40.0	20.0	24.8	26.2	27.5	27.5	00.0	26.0	08.0	06.0	08.0	16.0	12.0	25.0	06.0	12.0	08.0	10.0	10.0	00.0	26.0					
ROOM USE: SEP 1992																														
A. M. C.	2		1		3	4	2	4			1	1															18	**380.10**	2	
Eliz. Bagshaw	2	1	1	2				3	6	5	1	3			1	1					2			1			29	**533.95**		
Fairfield	2		1		2	3	2	2			1											1				2	14	**251.80**		
Glen Brae	2		1	2				2	4	6	1	1															19	**388.30**		
Glen Echo	2				2	3	2	3		1	1	1							1								16	**327.45**		
Hillcrest	2			2					7	4	1	5									3				1		25	**517.50**		
Hillsdale	2		1		2	3	2	2			1	1									1				3		18	**353.80**		
Lake Avenue	2	1	1	2	4	4	2	5	4	1	1										1			2			30	**600.75**	4	
Lloyd George	2		1		2	3	1	2		1	2	1			1						1				5	2	22	**416.55**		
Memorial	2	1		2	3	5	3	5	4	1	1	1									1					1	29	**631.50**	1	
Parkdale	2				2	3	1	3			2	1									1				1		16	**303.20**		
Queen Mary	3	1		2	3	5	1	5	2	5	1	2				2	1				1	1		1		1	36	**717.00**		
Red Hill	2		1		2	3	2	2				1			1										1		15	**301.80**	1	
Rosedale	2				2	4	1	2		1	1																13	**264.55**		
Roxborough Pk	2				3	5	3	3		1	2																19	**400.20**	1	
Sir Isaac Brock	2				2	3	2	2			1										1			1			14	**249.80**	1	
Sir Wilf. Laurier	2		1		4	8	3	6			2	2									2	2		1	1		34	**665.15**		
Vis. Montgomery	3			2	1	2	1	2	4	3	1	2			1						1		2				25	**472.55**		
W. H. Ballard	3	1		2	4	5	2	6	2	6	1	3				1		2				1					39	**875.40**		
Woodward	2		1		2	3	2				1								1								12	**195.50**	4	
Totals	**43**	**5**	**10**	**16**	**43**	**66**	**32**	**59**	**33**	**35**	**23**	**25**	**0**	**0**	**4**	**4**	**1**	**2**	**2**	**0**	**15**	**5**	**2**	**6**	**12**	**6**	**443**	**8846.9**	**14**	**0**

NOTES: (1) Basement rooms used as classrooms are included under the appropriate room type in columns 1 to 24.
The number of basement rooms used as classrooms in each school is reported in column 26.

(2) Viscount Montgomery auditorium is included in column one.

CAPACITY OF AREA FOUR ELEMENTARY SCHOOLS: SEPTEMBER, 1992 Hamilton Board Of Education Rules

TYPE OF ROOM AND CAPACITY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Llb/ 1Gm	Ex Gym	Smal l W	Fs Dt	JK/ K	Gr 1/2	Gr 3	Gr 4/5/6	Gr 7/8	Subj	C/ W2r	Core	Aud	Aut	Beh	Gld	Pgld	Gftd	Mult	Orth	Sld	S&L	TR	Esl	Vac	bsmt clrm in C1 to C24	Total Rooms	Total HBE Can.	Ptbl as Clr	Ptbl not Clr
Ministry Rules	00.0	35.0	00.0	17.5	40.0	20.0	35.0	35.0	35.0	35.0	35.0	35.0	08.0	06.0	08.0	16.0	12.0	25.0	06.0	12.0	08.0	10.0	10.0	35.0	35.0					
H.B.E. Rules	00.0	00.0	00.0	17.5	40.0	20.0	24.8	26.2	27.5	27.5	00.0	26.0	08.0	06.0	08.0	16.0	12.0	25.0	06.0	12.0	08.0	10.0	10.0	00.0	26.0					
ROOM USE: SEP 1992																														
Burkholder	2			2				2	7		1	1															15	**305.80**	3	
Cardinal Hghts	2			2				3	5	5	1																18	**388.45**	3	
C. B. Stirling	2			2	4	5	1			7	1	1									2						25	**554.25**	8	1
Fernwood Park	2				2	2	1	3		1								1									12	**275.70**		
Franklin Road	2				3	5	2	3		1	1	1									1				4		23	**513.45**		
Hampton Hghts	2		1	2						11	1	3				1		2			1						24	**489.50**		
Helen Detwiler	2		1		4	7	2	4		1	1								1		1				1		25	**521.60**		
Highview	2	1		2				5	7	4	1								1		2						25	**490.25**		
Huntington Pk	2				2	5	2	3		1	1	1			1								3		1		22	**425.45**		
Lawfield	2			2				3	5	5	1				1												19	**396.45**		
Linc. Alexander	2		1		2	5	3	3			1																17	**332.70**	1	
Lisgar	2				2	4	2	3		1	1	1								1		1	1		1		20	**399.45**		
Pauline Johnson	2		1		3	5	2	1		1	1	1															17	**349.15**	4	1
Peace Memorial	2				3	4	2	3		1	1	2									1						19	**415.45**		
Richard Beasley	2		1		2	4	2	3		1											1						16	**323.45**	1	1
Sherwood Hghts	2				3	4	1	2				1										1		1			15	**313.05**		
Thornbrae	2		1		3	5	1	1																			13	**270.90**	7	
Vern Ames	2				2	4	2	2		1	1																14	**289.30**	1	
Totals	**36**	**1**	**6**	**12**	**35**	**59**	**23**	**44**	**24**	**41**	**14**	**12**	**0**	**0**	**2**	**1**	**0**	**3**	**2**	**1**	**9**	**2**	**4**	**1**	**7**	**0**	**339**	**7054.4**	**28**	**3**

NOTES: (1) Basement rooms used as classrooms are included under the appropriate room type in columns 1 to 24.
The number of basement rooms used as classrooms in each school is reported in column 26.

Review of Composite Secondary School Capacity - 1992-93

Based on Section 25.32 of the Collective Agreement

	Type of Classroom	Room Cpcty (25.32)	Number of Rooms by School												
			Barton	Delta	Vanier	Glendale	Hill Park	Scott Park	Sherwood	Macnab	McDonald	Churchill	Westdale	Westmount	Totals
1	English	28	8	10	4	10	10	7	11	11	9	8	11	7	106
2	Mathematics	30.8	6	7	4	7	7	6	8	8	10	7	9	8	87
3	History	30.8	4	3	2	3	3	3	3	4	3	3	5	4	40
4	Geography	30.8	3	3	1	3	2	3	3	3	3	3	3	3	33
5	Language	30.8	3	3	3	3	3	3	4	4	2	3	6	4	41
6	Science	29	6	6	3	6	6	7	6	7	7	6	7	7	74
7	Business	30.8	6	8	4	9	6	6	6	6	7	5	7	4	74
8	B.P.O.	0	1	1	1	1	1			1	1	1	1		9
9	Library	0	1	1	1	1	1	1	1	1	1	1	1	1	12
10	Fam Studies	25.5	2	3	2	2	2	2	2	4	4	2	2	2	29
11	Technical	21	6	10	3	5	7	5	7	6	6	6	5	4	70
12	Drafting	30.8	1	2	1		1	1	1	1	2	1	1	2	14
13	Visual Arts	25.5	3	4	1	2	2	2	3	4	4	2	4	2	33
14	Music	26	2	2	1	2	1	2	2	2	2	2	3	2	23
15	First Gym	30.8	1	1	1	1	2	1	1	1	1	1	1	2	14
16	Extra Gyms	30.8	2	1	1	2	2	1	2	2	2	1	3	1	20
17	Health	30.8		3	1		1	1	1	2		1	2	1	13
18	Computer	0			1		1	1			1				4
19	Trainable	10					3		2			5	4		14
20	Orthopaedic	12							1						1
21	Gifted	25												1	1
22	E.A.S.L.	20						6			5				11
23	Seminar	0	1	1				1		1	1	1			6
24	L.R.T.	0	1		1	1	1	1	1	1	1	1		1	10
25	Other	30.8			1					1				3	5
	Total Rooms		57	69	37	58	62	60	65	70	72	60	75	59	744
School Capacity @ 80% of 25.32			1203.4	1479.4	759.8	1260.3	1272.5	1238.4	1387.0	1502.9	1488.8	1198.4	1621.3	1318.1	15730.2
26	Portables used as classrooms		2				1								3
27	Other portables														0
28	Rooms for outside agencies			4							3		1		8

NOTE: No adjustments have been made for "W" level program at Delta.

Rooms reported in lines 26, 27, and 28 are not counted in "TOTAL ROOMS".

REVIEW OF SECONDARY SCHOOL CAPACITY: 1992-93

VOCATIONAL SCHOOLS: Based on Section 25.33 of the Collective Agreement

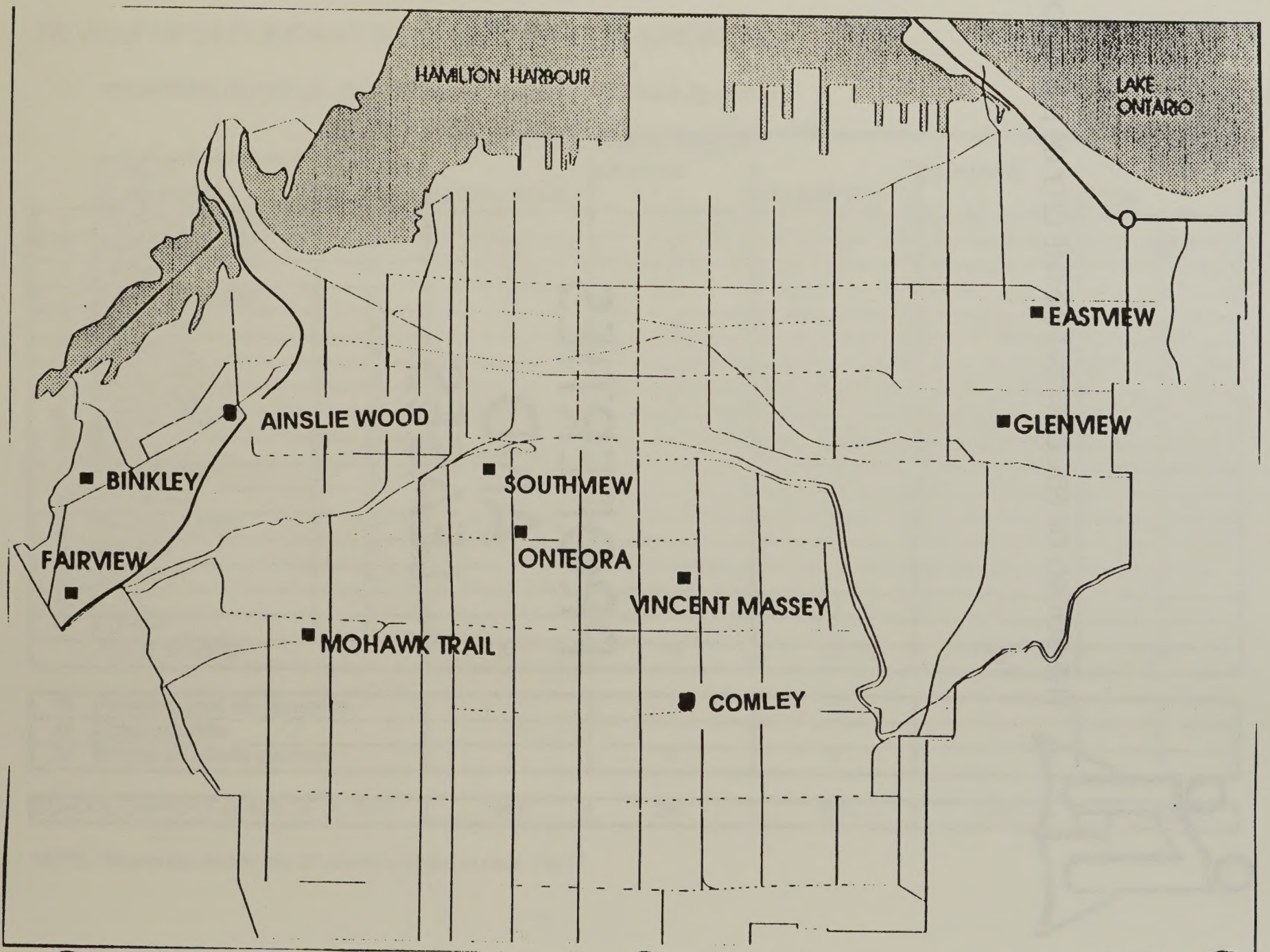
	TYPE OF CLASSROOM	ROOM CAPACITY (25.33)	NUMBER OF ROOMS BY SCHOOL AINSLIE WOOD	CALEDON	CRESTWOOD	PARKVIEW	TOTAL
1	GENERAL ACADEMIC	23					0
2	BASIC ACADEMIC	17	12	8	8	8	36
3	LIBRARY	0	1	1	1	1	4
4	FAMILY STUDIES	16	4	1		1	6
5	TECHNICAL	16	7	6	9	13	35
6	DRAFTING	16					0
7	VISUAL ARTS	16	1	1	1	1	4
8	FIRST GYM	17	1	1	1	1	4
9	EXTRA GYMS	17	2		1	1	4
10	HEALTH	17	1				1
11	COMPUTER	0			1	1	2
12	TRAINABLE	10					0
13	ORTHOPAEDIC	12					0
14	E.A.S.L.	0	1				1
15	SEMINAR	0					0
16	L.R.T.	0	1	1	1	1	4
17	OTHER	17					0
	TOTAL ROOMS		31	19	23	28	101
18	Portables used as classrooms						0
19	Other portables						0
20	Rooms for outside agencies		1	7	7		15
	SCHOOL CAPACITY @ 80% OF 25.2533		464	281	330	410	1485

NOTE: Rooms counted in row 20 are not counted in rows 1 to 17.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

PROPERTIES AND LEASES

SCHOOLS NOT USED FOR REGULAR INSTRUCTIONAL PURPOSES



STATUS OF CLOSED SCHOOLS

SCHOOL	TENANT	LEASE TERM
Ainslie Wood	Vacant - effective June 30, 1994	
Binkley	Wentworth Library Board	June 30, 1995
Comley	Vacant	
Eastview	Hamilton Association for Community Living	December 31, 1994
Fairview	Jewish Community Centre (7 rooms, not just classrooms)	month to month
	Rygiel Home (2 classrooms)	month to month
Glenview	Southern Ontario Library Service Board	May 31, 1995
Mohawk Trail	Mohawk College	March 31, 1995
Onteora	Canadian Japanese Cultural Centre	July 31, 1994
Southview	Black Youth Achievements of Hamilton & Region	November 30, 1994
Vincent Massey	Salvation Army	December 31, 1994

SALE OF SITES

SITE	BOARD APPROVAL TO SELL	PREFERRED AGENCY DEADLINE
Brantdale School	April 1994	July 25, 1994
Onteora School	April 1994	July 25, 1994
Ridge School	April 1994	July 25, 1994
Vacant Site - Bruleville	April 1994	July 25, 1994
Vacant Site - Kentley	April 1994	July 25, 1994

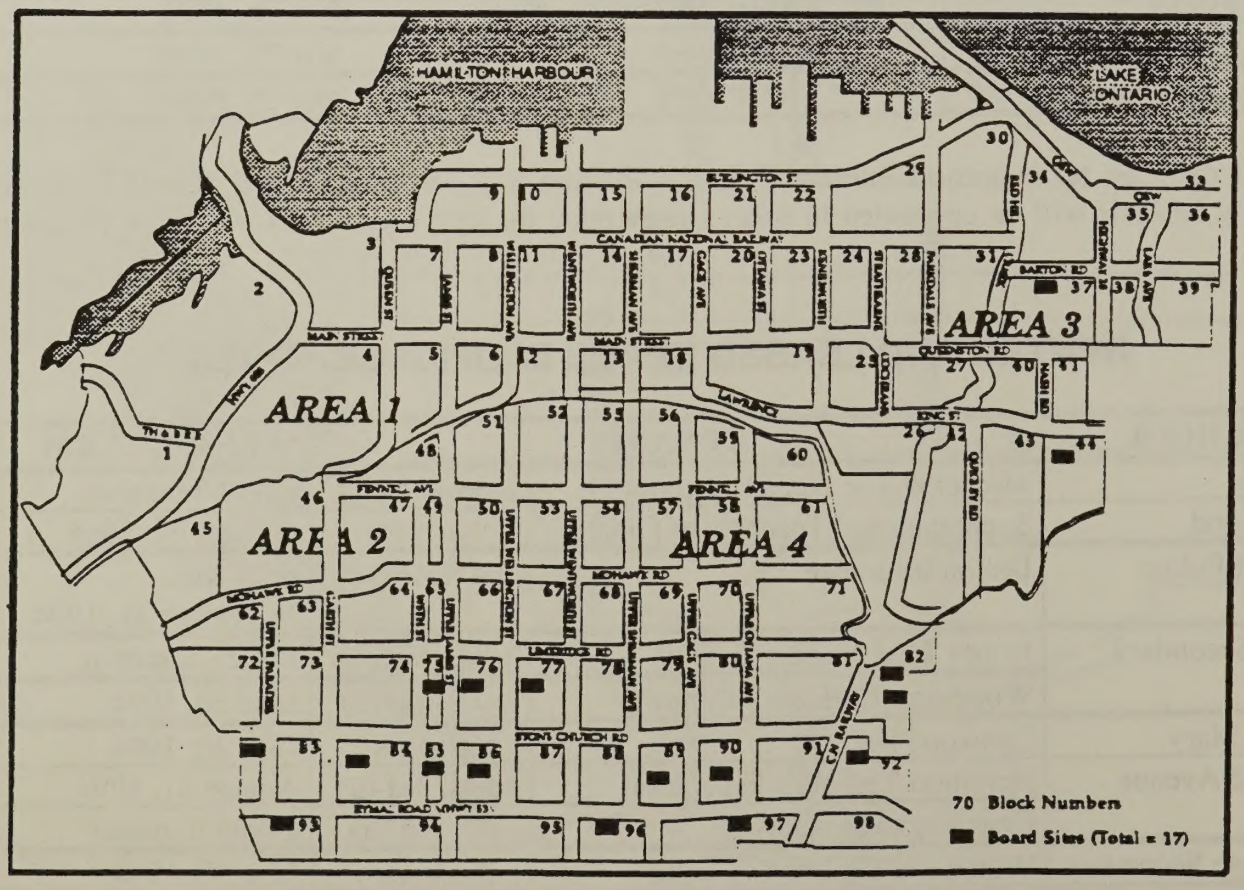
Should there be no expressed interest to purchase from any of the preferred agencies, further property analysis will be conducted in order to detemine the best use of each site prior to public tender.

RENTED AND LEASED SPACE IN OPEN SCHOOLS

SCHOOL	TENANT		LEASE TERM
Allenby	Mother Goose Nursery School	(2 classrooms)	month to month
Briarwood	Superannuated Teachers of Ontario	(1 classroom)	January 31, 1995
Central Public	Dalton Insurance	(2nd floor only)	prior to December 31, 1994
Delta Secondary	Honey Bear Nursery School	(2 classrooms)	month to month
	Woodview Children's Centre	(2 classrooms)	June 30, 1994
Queen Mary	Lynwood Hall	(1 classroom)	June 30, 1994
Sanford Avenue	Hamilton Teacher's Federation	(4 rms, 3rd flr)	August 31, 1994
	Genealogical Society	(1 rm, 3rd flr)	month to month
Westdale Secondary	Woodview Children's Centre	(1 classroom)	June 30, 1994

UNDEVELOPED SITES/OTHER

BLOCK NO.	NEIGHBOURHOOD	LOCATION	ACRES
37	Kentley	Lot 29, Con 2 (Saltfleet)	6.00
44	Gershome	Lot 28, Con 4 (Saltfleet)	7.96
75	Kernighan	Lot 15, Con 7 (Barton)	5.00
76	Jerome	Lot 13, Con 7 (Barton)	27.75
77	Crerar	Lot 11, Con 7 (Barton)	6.00
82	Albion (Wil-Bar)	Lot 1, Con 7 (Barton)	5.61
	Albion (Ksivickis)	Lot 34, Con 7 (Saltfleet)	8.00
83	Falkirk West	Lot 21, Con 8 (Barton)	6.00
84	Sheldon	Lot 17, Con 8 (Barton)	30.00
85	Mewburn	Lot 15, Con 8 (Barton)	5.00
86	Ryckman's	Lot 13, Con 8 (Barton)	6.00
89	Eleanor	Lots 7/8, Con 8 (Barton)	8.80
90	Templemead	Lots 5/6, Con 8 (Barton)	16.70
92	Hannon North	Lots 1/2, Con 8 (Barton)	9.00
93	Carpenter	Lot 2, Con 1 (Glanford)	10.00
96	Chappel East/Chappel West	Lots 8/9, Con 1 (Glanford)	10.00
97	Broughton East	Lot 12, Con 1 (Glanford)	9.45
11	Landsdale	37 East Avenue North	.076
11	Landsdale	49 East Avenue North	.073



PLANT:

BUILDINGS, RENOVATIONS, PREVENTATIVE MAINTENANCE

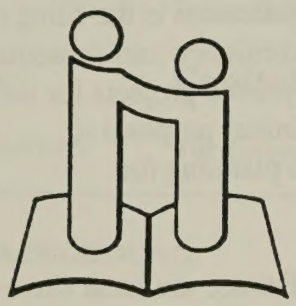
INTRODUCTION

This section of the Accommodation Report includes high priority Plant Department programs and projects. The information has been developed on the basis of our knowledge and assessment of the Board's buildings and grounds. The needs have been identified by various sources including the Trustees, Senior Management, Principals and Plant Department Staff. The section represents areas where significant sums of money are required to expand, protect and maintain the Board's investment in its property. The work is necessary in order to provide suitable accommodation now and in the future consistent with the strategic directions and vision of the Board. These projects have been grouped under the following headings:

Major Renovation Program
Boiler Replacement Program
Painting Program
Roofing Program
Portable Classroom Program
Asbestos Program
Masonry Repairs & Restoration
Asphalt & Concrete Major Repair Program
Lighting Energy Reduction Program (New 1994)
Capital Projects Status
Major Capital Projects - Long Range Plan (1993 to 1998)

The updating of this section is pending the release of Capital Financing from the Ministry of Education and Training and confirmation of acceptance of our submission to the Canada - Ontario Infrastructure Works Program.

Assuming the above will become available by late June, the updating of Plant Programs will not be complete until the Fall.



THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

CAPITAL FINANCING

CAPITAL FINANCING

The Ministry of Education and Training provides capital loans on approved projects only. The Accommodation Report is the first stage in the process. The next requirement is the filing of a Multi-Year Capital Expenditure Forecast in the fall. Based on that submission and subsequent analysis the Ministry of Education and Training will announce the approved projects for the funding period 1996 - 2000. The time frame to open a school, from initial proposal to completion, emphasizes the need to develop a long range approach to planning for accommodation issues.

There are a number of funding alternatives available to our Board to finance the local share of the cost of construction, alterations and renovations of its physical facilities. These include the Revenue Fund Budget, Capital Reserves and Debentures.

Projects financed through the Revenue Fund Budget are included under expenditure classifications such as Capital from Current and Permanent Improvements, and are approved annually as part of the Budget Review process. These projects are paid for directly through the educational mill rate in the year the project is undertaken, or as expenditures are incurred.

A second option available is the use of Capital Reserve Funds. These funds have been built up through annual transfers from the Revenue Fund budgets, the sale of properties, net rental income and investment interest earned. Projects financed from these reserves are not covered by the Revenue Fund budget motions, and require separate approvals, similar to a project to be financed through debentures. The balance as of December 31, 1993 in the Capital Reserve Fund was $1,175,000. The Capital Reserve Funds should be sufficient to allow for unforeseen capital requirements without having to go through the approval process required to issue debentures.

When debentures are issued to finance a project, funds to pay the debt charges are raised through subsequent Revenue Fund budgets. Debentures are approved by the Ontario Municipal Board and issued through the Regional Municipality of Hamilton-Wentworth.

In determining which funding option to recommend, the cost and nature of a project are considered as well as the number of projects to be financed.

Portables, roof repairs, boiler replacements and dust collection systems have traditionally been funded from the Revenue Fund budget.

Capital Reserve Funds and debentures have been used for major capital projects. Recommendations regarding the use of Capital Reserve Funds versus debentures would be based on the long range forecast of major capital projects and the availability of Capital Reserve Funds. These two sources of funding would likely be used for the Canada-Ontario Infrastructure Works Program.

TO: The Chairman and Members of
The Operations and Finance Committee
1993-12-07

FROM: Paul E. Shewfelt, Superintendent of Finance and Treasurer
Irene Polidori, Manager, Financial Services

RE: **Capital Loan Program for Capital Project Financing**

REPORT: For Information

BACKGROUND:

Capital projects are submitted and approved in the following manner:

(a) Application - projects are identified on the Capital Expenditure Multi-Year Forecast (no change)

(b) Approval - projects are reviewed by region and on a province wide basis by the Ministry of Education and Training (M.E.T.) for approval (no change)

(c) Financing - for approved projects, financing has two parts:
(a) local share which may be funded through the mill rate, reserves or debentures (no change)
(b) provincial share which is to change from a "capital grant method" to "capital loan funding"

Provincial Share - Current (Capital Grant Method)

The Board must advise the M.E.T. of the actual cost of the project and submit supporting documentation, including a direct capital claim form, as required. For a large capital project such as the construction of a school, the Board applies for funding during the construction phase of the project. For smaller projects, such as asbestos encapsulation and removal, the application is made at the end of the project.

Prior to April 1, 1993, the M.E.T. would advance these funds by way of grants. In this way, grants were received as expenditures were incurred. This method of funding was prone to budget cuts by the province. Also capital expenditures/grants were incurred in one year which did not match the serviceable life of the project.

Provincial Share - Proposed (Capital Loan Funding)

To address these issues, the M.E.T. will receive approval to fund the capital projects through the Ontario Financing Authority (OFA), a new crown corporation which will provide the treasury function for the Province of Ontario. The M.E.T. effectively has removed capital expenditures from its budget and replaced them with general legislative grant payments. Bill 17, the Capital Investment Plan Act 1993, received royal assent on November 15, 1993 to permit these changes.

....2

Provincial Share - Proposed (Capital Loan Funding) cont'd

The Board will be required to submit direct capital claim forms for approved capital projects to the Ministry who will, once the amount is approved, send the documents to the OFA. The OFA will then advance the funds to the Board by way of a "loan". At March 31 of each year, all such loans received during the previous 12 months by the Board, including accrued interest, will be converted into "debentures" having a term of twenty years and will be subject to interest charges at a rate based on the average borrowing costs incurred by the OFA for that year. Semi-annual payments will be required and will be repaid by pre-authorized debit transfer from the Board's bank account directly to the OFA in April and October.

The Ministry will repay the debenture through general legislative grants equal to the interest and principal payment required by the OFA. The funds will be advanced by direct deposit to the Board's bank account on the same day the payment is made to the OFA.

Benefits cited by the Ministry are:

* matching of expenditures to the useful life of the asset

* ability to protect capital commitments in years of fiscal constraint as only principal and interest payments are required

* adoption of the same system that other provinces are using which will make for better interprovincial comparisons

Implications to the Board are:

* the Board must sign a debenture agreement in February of each year for capital loan advances made in the previous 12 months

* the Board must make provision for interest and principal repayments and a similar grant recognition in its budget each year for the term of the debentures

* for financial reporting purposes, the Board will show a loan payable to the OFA on its balance sheet at December 31 of each year for capital loan advances received in the current year and a debenture payable to the OFA for those advances received in the previous year

* the grants for the interest and principal repayments will have to be in place for twenty years, which may be difficult depending upon future economic conditions in Ontario.

...3

REPORT OF THE TRANSPORTATION COMMITTEE

Present: Trustees M. Lowe (Chairman), Cunningham, Darby and Rogers.

Also Present: Trustees Desmarais, Hill and Mulholland.

Officials Present:
D. Goodridge (Director of Education and Secretary)
P. Shewfelt (Superintendent of Finance and Treasurer)
G. Rutledge (Controller)

The Committee recommends:

GENERAL

1. That the Committee respectfully requests the Chairman of the Board appoint Trustee Jean Desmarais as an additional member on the Transportation Committee in order to have trustee representation from the French Language Section.

2. That the Report regarding the Role of Bus Supervisor be received for information.

Respectfully submitted

M. LOWE
Chairman

Meeting Room
1994 06 01

INTERIM REPORT OF THE TRUSTEE COMMUNICATIONS COMMITTEE

Present: Trustees M. Cunningham (Chairman), Korz, Rodgerson, Stewart and Allen.
Also Present: Trustees Darby, Mulholland and Rogers.
Official Present: P. Gillie (Superintendent - Administrative Services).

The Committee recommends:

GENERAL

* 1. That officials bring a report to the Trustee Communications Committee outlining items that trustees can have access to and those that access is limited by Freedom of Information and security considerations.

2. That the following Guidelines for Trustee Submissions to School Newsletters be approved:

a) Trustees wishing to provide information for insertion in school newsletters should provide this information to the principal of the school.

b) Principals will reserve the right to request the trustee to edit the material.

c) The principal will reserve the right to include this material as appropriate, in consideration of the goals and priorities of the school and the nature of the school community. Also the principal will reserve the right to exclude the submission given the need to produce the school newsletter within limited resources.

d) As appropriate, the principal may consider extending to each trustee, for that school ward, a similar opportunity to submit information for the school newsletter.

e) Trustees should ensure that they have provided information for the school newsletter within reasonable timelines for newsletter production.

f) The principal will not be held accountable if, for any reason, information submitted by the trustee does not run, or if, for any reason, the school newsletter is not published.

g) Trustees must acknowledge their communication by name. Similarly, trustees must refrain from identifying other trustees by name unless prior written permission has been received.

h) Trustee communication in school newsletters must reflect the operations, directions and decisions of the Board and/or Ministry of Education and Training.

i) Where trustee use of school newsletters is extensive, the principal may request funds from the trustee to assist with typing, printing and distribution costs.

Respectfully submitted

M. CUNNINGHAM
Chairman

Committee Room,
1994 05 19
*1994 05 12

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Dr. Adamson (Chairman); Trustees Bishop and Mulholland; Mesdames Bramberger, Dalziel, Elliott, Kerr Jaskiewicz and Oommen; Messrs. Bucsis, Shields and Verticchio; Drs. Newberry and Van der Spuy.

Officials Present: E. Bond (Superintendent of Program) and J. Tomlinson (Co–ordinator of Special Education).

Also Present: Trustee Johnston; A. Mutart (Hamilton Teachers' Federation), E. Collins (Hamilton Principals' Association) and P. Smith (Hamilton Secondary School Principals' Council).
The Committee recommends:

GENERAL

1. That the following recommendations relative to membership on the Special Education Advisory Committee (SEAC) be approved:

(a) That the number of Additional Members on SEAC be increased to four.

* (b) That SEAC accept the request of the Hamilton–Wentworth Communication Collective to be an Additional Member of SEAC.

2. That, whereas mobility–impaired students may have the use of adapted vehicles and require accessible parking spaces, the Board provide, where necessary, accessible parking spaces for physically challenged student drivers who have Ministry of Education and Training parking permits and that such parking spaces be marked appropriately and situated in close proximity to accessible entrances.

Respectfully submitted

DR. I. ADAMSON
Chairman

Committee Room
1994 05 18
*1994 04 27

1994 06 07

TO: **The Chairman and Members**
Operations and Finance Committee

FROM: **P. Gillie, Superintendent - Administrative Services**

RE: **Red Hill Expressway - Proposed Four Lane Road, Woodward Avenue Route**

REPORT: **Request for Information**

Background:

1. In April a request was made for a report on the Red Hill Expressway - Proposed Woodward Avenue Route.

2. Information about the Expressway, including the East - West Route across the mountain has been part of the Annual Accommodation Reports in the past several years.

3. Staff of the Hamilton Board meet annually or as necessary with staff of the Roads Department for the Hamilton Wentworth Region to review the development of the Expressway in order to plan for any impacts the construction or route may have on school operations. Progress Reports are made available to us. The Spring 93 Edition was distributed to Trustees last May. The Spring 94 Edition is attached. Appendix C.

4. Since April through attendance at Public Information Meetings, meetings with Roads Department Staff, Principal Representatives from the East City and with David Crombie, Board staff have examined the information about the Proposed Woodward Avenue Route. A Summary is outlined in Appendix A.

Issue:

To determine the intention of the Board with respect to the current information for the Proposed Woodward Avenue Route for the Red Hill expressway.

Recommendations:

1. The Board communicate through appropriate channels its interests and concerns with respect to the Proposed Woodward Avenue Four Lane Road Route.

2. Staff representatives continue to participate in opportunities to provide input about School Needs in the assessment processes to the Proposed and or Approved Plan.

Rationale:

1. The Board is a community member potentially affected by the Proposal.
2. Input at the staff level needs the approval and support of the Board.

Attachments:

Appendix A	Summary of Information about the Red Hill Expressway - Proposed Woodward Route
Appendix B	Excerpt from Technical Report , March 1994
Appendix C	Copy of Spring 1994 Progress Report

Report Prepared by:	P. Gillie in collaboration with Principals D. Booth and D. LaCombe
Approved by:	Senior Management

APPENDIX A

SUMMARY OF INFORMATION ABOUT THE RED HILL EXPRESSWAY PROPOSED WOODWARD AVENUE FOUR LANE ROAD ROUTE

A. Meetings

The following meetings have been attended by or taken place by staff in order to examine information about the proposed route:

March 28, 1994	Public Information Meeting at Sir Winston Churchill
April 27, 1994	Bay Area Restoration Council - panel discussion about the proposal, David Crombie was a panel presenter Copy of Proposal was distributed
April 29, 1994	Staff of Board met with Roads Department Staff to go over the proposed route (Board Reps: P. Gillie, D. Booth, D. LaCombe, D. O'Connor, L. Jones)
May 19, 1994	Meeting of P. Gillie with Principals D. Booth and D. LaCombe at Woodward Avenue School
May 19, 1994	Woodward Avenue Home and School
May 25, 1994	Meeting with David Crombie , in attendance : P. Gillie, D. Booth, D. LaCombe, Ward Trustees Cunningham, Hill

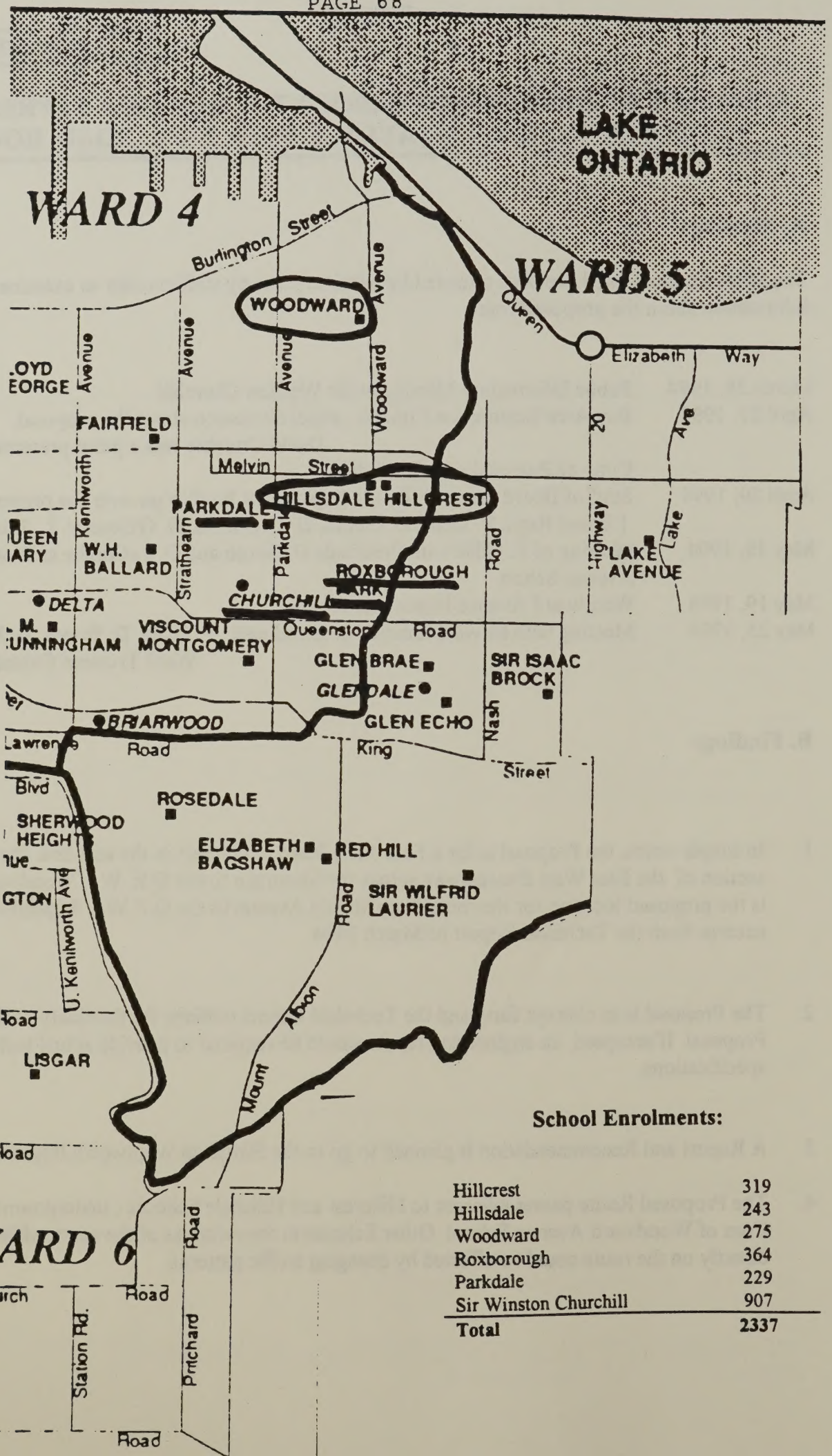
B. Findings

1. In simple terms, the Proposal is for a Four Lane Road to connect in the east end, the eastern section of the East West Expressway across the Mountain to the Q.E. W. . Woodward Avenue is the proposed location for the route from Melvin Avenue to the Q.E.W.. Appendix B is an excerpt from the Technical Report of March 1994.

2. The Proposal is in concept form and the Technical Report outlines the feasibility of the Proposal. If accepted, an engineering report would be required to provide actual technical specifications.

3. A Report and Recommendation is planned to go to the Hamilton Wentworth Regional Council.

4. The Proposed Route passes adjacent to Hillcrest and Hillsdale Schools (underground) and in front of Woodward Avenue School. Other Schools in the vicinities of the route while not directly on the route could be affected by changing traffic patterns.



School Enrolments:

Hillcrest	319
Hillsdale	243
Woodward	275
Roxborough	364
Parkdale	229
Sir Winston Churchill	907
Total	**2337**

C. School Community Implications

General

1. Approximately 2300 students are enrolled in the Schools in the vicinity of the proposed route.

School Enrolments : September 30, 1994

Hillcrest	319
Hillsdale	243
Woodward	275
Roxborough	364
Parkdale	229
Sir Winston Churchill	907
Total	**2337**

2. The current proposal is similar to the boundaries for schools in this area. If the proposal changes, for example to Nash Road there would be implications for boundaries and school access. There is also a need to insure access from the Beach for residents being transported to schools in this area. In the case of Middle School and High School Students public transportation is used.

3. The volume of traffic and kind of traffic that currently uses Woodward Avenue already presents matters of safety concern for the children and parents attending Woodward Avenue School. The proposed Four Lane Road intended for increased volumes of traffic and commercial vehicles would compound the safety issues that must now be considered when organizing and operating School Activities , which include coming to school and returning home from school.

   The easy and ready access to the Q.E.W. already poses a concern with regard to vulnerability of children for abduction. Increased volumes increase this concern.

4. Street Crossing by children to access the School must be considered. Currently there is a crossing guard in front of the School and one at Brampton Avenue. The need for pedestrian crossings and or overpasses has been given in the past when information sessions were held for the initial plan for the Red Hill Expressway. The initial plan, however, did not include Woodward Avenue.

   The Park located on the school site is not frequently used by children after hours now because of the difficulty of crossing over Woodward Avenue.

5. The site of the School , the parking and access areas already present problems for the unloading and loading of taxis and busses that transport children to the school. Consideration of this problem need be taken into account with the design and planning for the four lane road , if accepted . The goal should be to overcome this problem.

6. Noise distractions and the resulting pollution from vehicle emission would also go up. In that Woodward Avenue School is about 17 metres from the road way these distractions already have an affect on the learning conditions that exist for Woodward School.

7. The plan for tunneling that is open and closed presents curiosity issues for students. Barriers and safety features need to keep students in mind when being designed.

   The plan to bury the roadway under the open land beside Hillcrest School will keep the only open green space in that vicinity available. Alternative arrangements during construction will be necessary.

8. The condition of the Valley is a safety concern for the schools. Any improvement to the valley to make it a safe environment will be welcome.

Construction Phase

1. If the proposal is accepted, temporary measures will be needed to separate students from the construction and to modify noise distractions to what ever degree is possible.

2. Where traffic rerouting will be necessary, advance notice will be essential for the planning of school operations. Traffic rerouting will likely impact on surrounding schools. While some schools are more directly affected, this aspect of the construction phase needs to be considered in planning.

3. The idea to tunnel under Woodward raises the question of the impact on the structure of Woodward Building during and after construction.

School Board Needs

1. The Proposal is a concept to integrate the many needs of the Community. The conditions that have developed around the Schools in these neighbourhoods have occurred over time. The Proposal, if accepted, advances an opportunity to make changes that can result in improvements to the current conditions. Opportunities for input will be necessary in order to be able to work to change conditions that place students in unsafe situations.

2. Some changes have financial implications. The cost of transporting students to schools is of concern. While Board Policy provides for transportation, conditions during construction and after could require additional transportation outside of policy, as a result of rerouting around traffic corridors. This cost needs to be reviewed as part of the cost of the Project.

3 The use of crossing guards, while not funded by the Board , is of concern because more may be required in this area depending upon the final plan.

4. The impact structurally on the School Buildings and play area that are in the direct route of the proposal has cost implications that need be considered. While the idea is only a proposal at this stage, acceptance must bear in mind the many community partners identified in the neighbourhood rehabilitation suggestions that have come forward as a result of the Proposal. These costs must be included in the cost of the project.

APPENDIX B

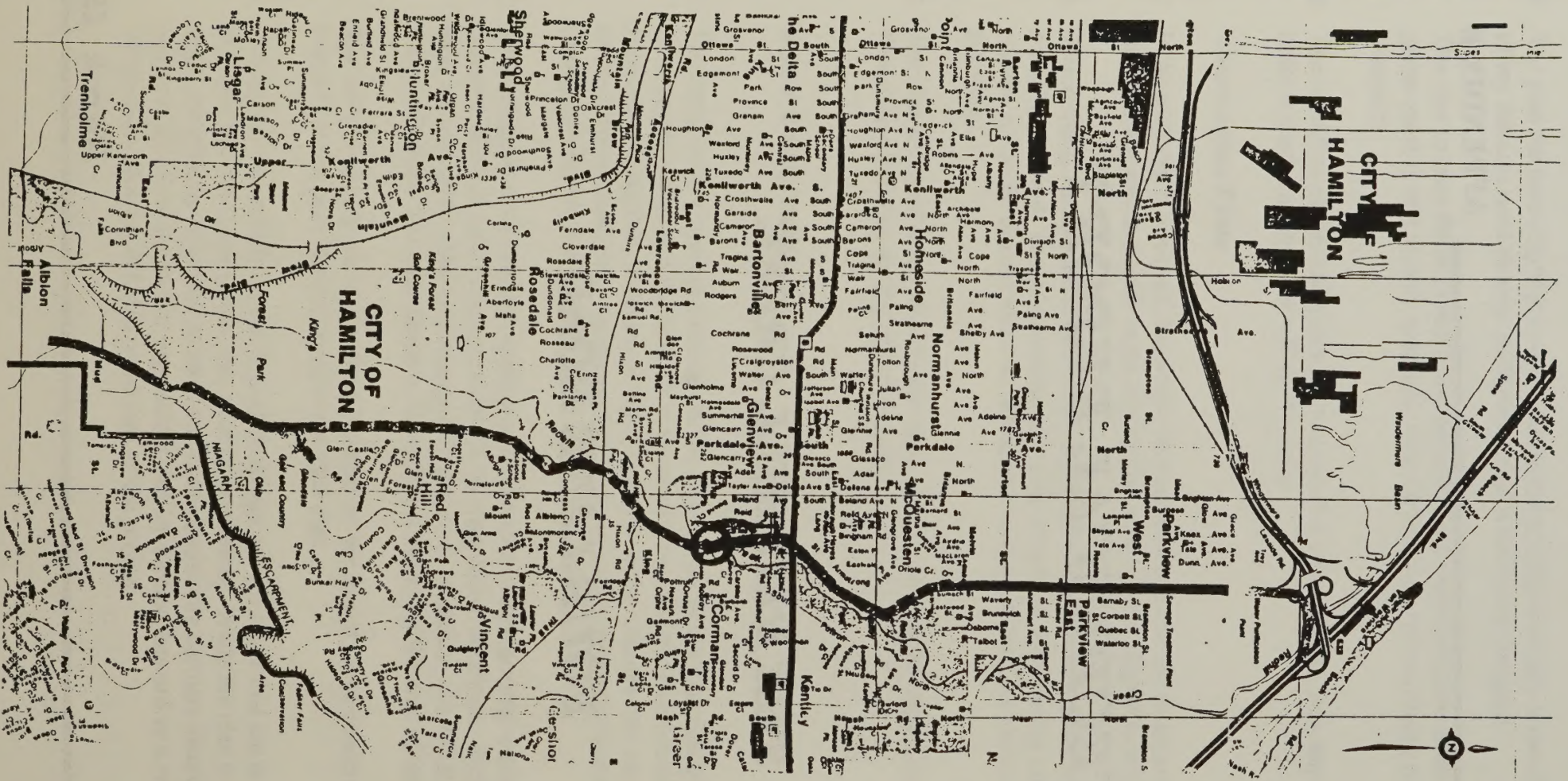
TECHNICAL REPORT

THE RED HILL CREEK

FOUR LANE ROAD

Ontario

March 1994



At-Grade Roadway

Buried Roadway

Creek Crossing

Figure 1

Ministry of Transportation

RED HILL CREEK EVALUATION

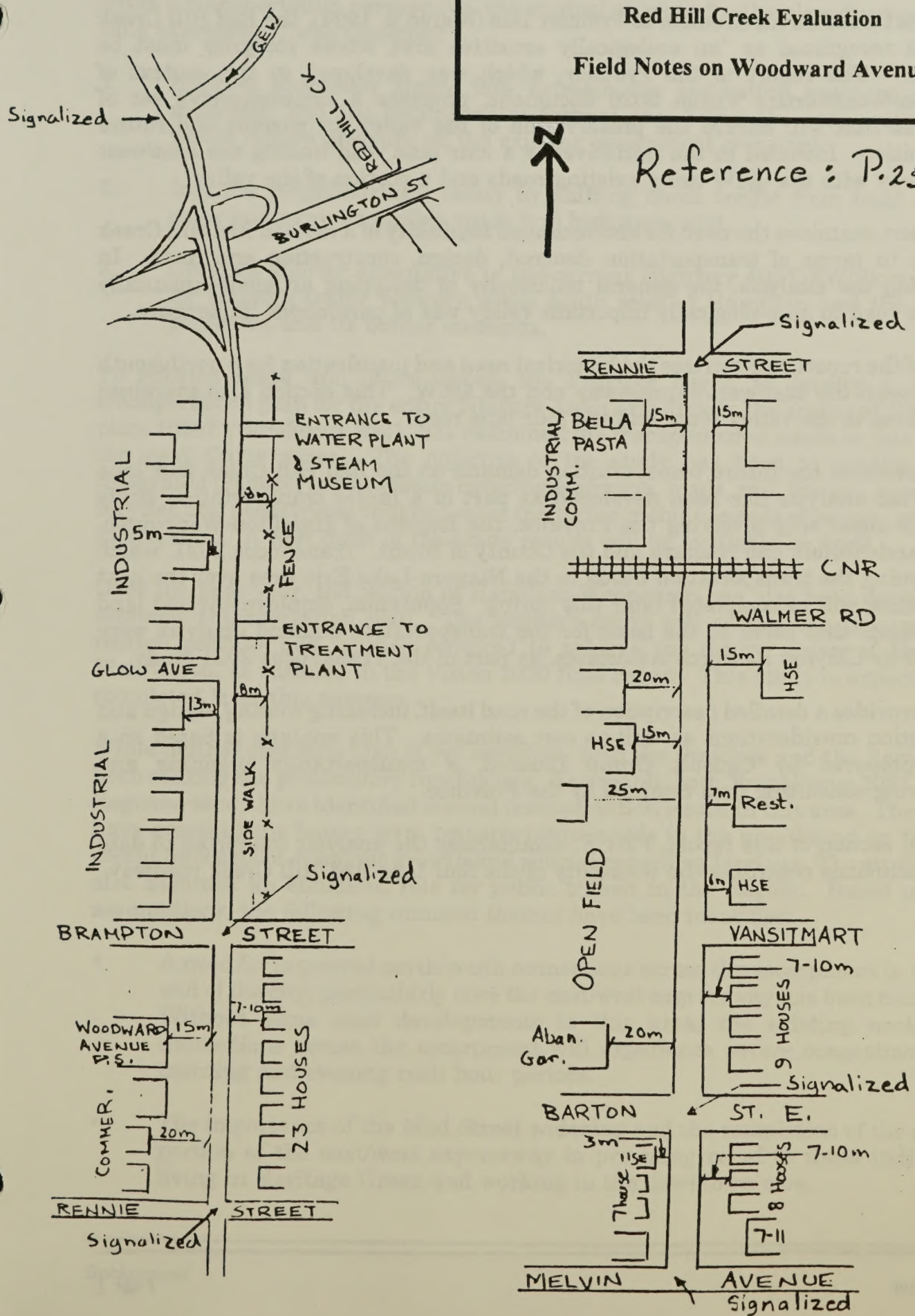
Key Plan

Ontario

Ministry of Transportation

Red Hill Creek Evaluation

Field Notes on Woodward Avenue



A. INTRODUCTION

In a report from David Crombie to Premier Rae (March 2, 1994), the Red Hill Creek valley is recognized as "an ecologically sensitive area whose integrity must be retained." The report to the Premier, which was developed in the context of Hamilton-Wentworth's Vision 2020 document, proposes a comprehensive set of initiatives that will ensure the preservation of the valley for current and future communities. Included in the initiatives is a four lane road linking the east/west expressway with the QEW using existing roads and a portion of the valley.

This report examines the need for and technical feasibility of a revised Red Hill Creek roadway in terms of transportation demand, design, construction and costs. In conducting the analysis, the general philosophy of designing an environmentally sensitive road in an ecologically important valley was of paramount importance.

Part B of the report summarizes the historical need and justification for a north/south link between the east/west expressway and the QEW. This section also examines alternatives to the valley route and the four lane road.

Part C assesses the future transportation demand on the Red Hill Creek four lane road. This analysis has been developed as part of a larger transportation study currently under way involving the Province, the Regions of Hamilton-Wentworth, Haldimand-Norfolk and Niagara and the County of Brant. TransFocus 2021, which is examining the transportation needs in the Niagara-Lake Erie area over the next thirty years, will be completed later this spring. Population, employment and land use forecasts that serve as the basis for the transportation demand analysis were compiled by Clayton Research Associates, as part of the TransFocus 2021 study.

Part D provides a detailed description of the road itself, including routing, design and construction considerations as well as cost estimates. This analysis is based on a report prepared by Cansult Group Limited, a transportation planning and engineering consulting firm retained by the Province.

The final section of this report, Part E, summarizes the analysis conducted to date with conclusions regarding the feasibility of the four lane Red Hill Creek roadway.

B. BACKGROUND

From a transportation perspective, the original purpose for the already approved six lane expressway, was threefold:

1. Improve commuter traffic flow between the residential areas on the east mountain and the commercial/industrial core below the escarpment. This would relieve pressure on the existing escarpment crossings;

2. Improve neighbourhood safety by shifting truck traffic from local roads to safer and more accessible roads and highways; and

3. Create a shorter alternative to the current Highway 403/QEW/Skyway route for through traffic between areas south west of Hamilton and the Niagara peninsula and its border crossings.

To address these and other issues, the Province began to develop a strategic transportation plan for the entire Niagara-Lake Erie area in the spring of 1992. This plan, titled TransFocus 2021, has examined the transportation needs in this area for the next thirty years. The objective of the study has been to develop a fully integrated transportation system covering highways, roads, rail, transit, marine, air, bicycles and pedestrians that can meet the future mobility needs of people, goods and information. A first draft of the study results will be available in April.

Over the past year, the Region of Hamilton-Wentworth has also been developing a strategic transportation plan. The Region's study will outline the transportation related services and policies required to achieve the future vision of Hamilton-Wentworth, as outlined in the Vision 2020 final report. This study is expected to be completed later this summer.

While neither strategic plan is yet complete, both the Province and the Region have been sharing the preliminary conclusions. As a result, both TransFocus 2021 and the Regional study have identified several transportation issues in this area. The studies have assessed the longer term transportation needs in the area based on the most recent forecasts of economic growth and policies regarding land use. The studies have also assumed an enhanced role for public transit in the Region. Based on these assumptions, the following common themes have been identified:

- A need for improved north/south connections across the escarpment in the east end of the city, particularly once the east/west expressway has been completed. Without some road developments in this area, the existing north/south connections across the escarpment will experience severe congestion in the morning and evening rush hour periods.

- The importance of the Mud Street widening and the completion of the eastern portion of the east/west expressway in providing relief to those individuals living in Heritage Green and working in the downtown core.

- The importance of improved connections between the east/west expressway and the QEW to the economic development of the entire area, including Haldimand-Norfolk, Brant, Niagara and the two Native Reserves.

- The significance of the proposed Highway 6 New, connecting Highway 403 in Ancaster to the Hamilton Airport.

While the Province will begin to implement the Highway 6 airport link later this year, several transportation alternatives have been assessed in response to the other issues. In particular, the widening of Highway 20 and the construction of a Mud Street/Fruitland Road expressway, have been well scrutinized.

The analysis has shown that neither the Highway 20 widening nor the Mud Street/Fruitland Road expressway would fully address the issues identified. In fact, it would appear that both options would be required to meet the longer term transportation needs in the area at a total cost well over $200 million. As well, the widening of Highway 20 and the construction of the Mud Street/Fruitland Road expressway would have serious impacts on the natural environment and the existing communities in the area, including the need for a new cut of the Niagara Escarpment at Fruitland Road.

In response to these issues, and having the benefit of the analysis by both the Region and the Province, Mr. Crombie's report recommended a four lane road, using a widened Mt. Albion Road to cross the escarpment, a reduced portion of the valley and the existing Woodward Avenue, to access the QEW. This road was proposed as part of the Province's response to Vision 2020, which included the restoration of the Red Hill Creek valley.

The restoration would include improvements to stream flow and water quality, sediment control, naturalization of stream and wetland edges and habitat regeneration. The alignment and design of the road would not interfere with the Red Hill Creek valley as a natural corridor nor with the designated sensitive areas including the Class 1 wetland at the mouth of the creek, escarpment forests and streams.

The rationale and technical feasibility for this recommended roadway alternative are described in more detail in the following sections.

D. TECHNICAL FEASIBILITY AND COSTS

1.0 INTRODUCTION

The planning and engineering firm of Cansult Group Limited was retained by the Province of Ontario to carry out a pre-feasibility study of a roadway in a portion of the Red Hill Creek Valley. This roadway would serve local needs and would also connect the QEW to the east/west expressway near Mud Street. The objectives of the study were to determine a possible physical location for the roadway, the potential impacts and areas of concern, and to develop cost estimates. This section presents the findings of the roadway study together with figures showing the options considered.

The route that is the subject of this report utilizes Woodward Avenue between the QEW and Melvin Avenue; south of Melvin Avenue, the alignment utilizes the Red Hill Creek Valley to Mount Albion Road. The route then follows a widened Mount Albion Road across the escarpment to Mud Street. Figure 1 illustrates the route considered.

2.0 PHILOSOPHY AND CRITERIA

The design criteria for the four lane roadway are as follows:

- Provide for full moves at Woodward Avenue/QEW/Burlington Street Interchange.
- Improvements to Woodward while maintaining the existing four lane cross section.
- Design speed of 70 kph - posted at 60 kph.
- Minimize the creek crossings (one if possible).
- Use a four lane cross section.
- Consider use of both fully buried and partially buried sections to hide the roadway where feasible.
- Develop intersections appropriate to these criteria at Queenston Road, King Street, and Mt. Albion Road.
- Consider a grade separation of the CN Railway tracks at Woodward Avenue.

3.0 ENGINEERING CONSIDERATIONS

In this section of the report, the proposed cross-section and the structural options are presented. These are discussed in terms of the improvements proposed, options and the impacts expected.

3.1 Cross Section

The proposed cross-section is four lanes. The roadway is to function as a link for local residents and commuters and to encourage recreational use of the valley. Figure 2 illustrates the cross-section used in this study. This cross section provides for four 3.50m driving lanes, 1.0m shoulders and is fully curbed.

3.2 Structural Considerations

In order to reduce the visual impact of the roadway, both fully buried and partially buried structures were considered. For the alignments studied, the most suitable method of construction would be a cut and cover box type structure.

Following a review of the alignment, preliminary capital cost estimates and traffic lane requirements, the following structural alternatives have been selected as the most appropriate for the proposed alignment.

3.2.1 Twin Cell Fully Buried Section

The twin cell box structure consists of a reinforced concrete open footing box structure, with two cells separating each direction of traffic. The exterior walls of the structure act as retaining walls and load carrying members, while the interior wall supports the top slab. Openings are provided in the interior walls to allow air flow between cells and to reduce the total cost of the structures.

The capital cost of this structure is estimated to be $30,000 per lineal metre for the structure only, allowing for 1.2m of soil cover. If piles or caissons are required, the capital cost will increase by approximately $8,000 per lineal metre.

This type of structure is illustrated in Figure 3.

3.2.2 Single Cell Partially Buried Section

The single cell box structure consists of a reinforced concrete open footing structure burying one direction of traffic, with the other direction remaining exposed. This alternative reduces the visual impact of the roadway by burying one direction of traffic but is not as costly as the fully buried section. The ventilation requirements for this alternative may also be significantly reduced by providing openings in the exposed tunnel wall.

The capital cost of this structure is estimated to be $20,000 per lineal metre for the structure only, allowing for 1.2m of soil cover. If piles or caissons are required, the capital cost will increase by approximately $6,000 per lineal metre.

Figure 4 illustrates the single cell box structure.

3.2.3 At-Grade Hidden Section

The at-grade hidden section is designed to reduce the visual impact of the roadway by depressing the alignment without burying the roadway. The advantage of this alternative is that an inexpensive retaining wall system may be used as opposed to a reinforced concrete box structure. This alternative has a greater visual impact than the previous alternatives.

Figure 5 illustrates this type of cross-section.

3.2.4 Geotechnical Requirements

Depending on the proposed alignment of the underground structure, measures may be required to maintain stability of the slope embankments beneath the tunnel, particularly if the underground structure is adjacent to, or near the top of steep slopes. In order to determine the influence of the structure on the stability of the slopes, a geotechnical analysis will be required, and reinforcing may be needed in the form of tiebacks or other similar methods.

3.2.5 Ventilation Requirements

Depending on the length of underground structure required and the number of exposed areas of roadway, mechanical ventilation of the tunnel may be required to ensure it is properly ventilated at all times. It is anticipated that the ventilation system will consist of fans and ventshafts to pump fresh air through the length of the tunnel, discharging vehicle emissions.

The final capital costs for this work depend on the roadway alignment, number of openings required, and ventilation requirements. If the underground portions of the tunnel are substantial in length, a significant number of ventshafts will be required to ventilate the structure, resulting in additional capital costs. These costs could range between $5 to $10 million.

3.2.6 Emergency Access

Depending on the length of underground sections, shafts may be required to ensure that emergency personnel and crews have access inside the structure. Capital costs for access shafts have not been included in the estimates, however due to the small amount of earth cover above the structure, the cost of additional access shafts will be small in comparison to the total project cost.

3.3 CN Rail Grade Separation

A grade separation structure will likely be required at the CN Rail intersection location. Two alternatives have been examined at the location, an overpass structure or an underpass structure.

3.3.1 Overpass Structure

The proposed overpass structure would carry four traffic lanes over double CN railway tracks. The structure would be a single span, reinforced concrete rigid frame arch structure. This type of structure has proven to be the most economical for the span arrangement required at this location.

In order to accommodate the change in grade, four reinforced earth precast retaining wall structures have been included in the capital cost estimates.

3.3.2 Underpass Structure

The proposed underpass structure would carry double CN railway tracks over four traffic lanes. The structure would consist of a twin span reinforced concrete, post-tensioned solid slab. This type of structure has proven to be the most economical for this type of span arrangement, and heavy railway car loading required at this location.

In order to accommodate the change in grade, four reinforced concrete retaining wall structures have been included in the capital cost estimates. Reinforced earth retaining walls are generally not appropriate for the heavy dynamic loading imposed by railway cars, resulting in significantly larger capital costs required to provide the change in grade for the underpass structure.

4.0 PROPOSED ROUTE

This section examines each component of the route from the QEW to Mud Street.

4.1 QEW Access

The existing QEW - Woodward Avenue - Burlington Street connection is shown in Figure 6.

- The objective is to provide the full range of movements for users of Woodward Avenue, QEW, and Burlington Street.
- Movements not possible now are Woodward North to QEW East, and QEW West to Woodward South.
- The improvements shown in Figure 6 provide for full access to the QEW. The Burlington Street eastbound to Woodward Avenue northbound loop would be replaced by a Woodward northbound to Burlington Street/QEW eastbound ramp. A transfer ramp from QEW West to Van Wagners Road would also be required.
- These improvements may require widening of the bridge at the creek and minor property acquisition at the water purification plant.
- May require some local improvements at Beach Boulevard - Van Wagners Beach Road intersection.

In the longer term, the complete re-design of the Woodward Avenue/Burlington Street/QEW interchange will likely be required, due to operational and safety considerations.

4.2 Woodward Avenue to Melvin Avenue

The route would then continue on existing Woodward Avenue to Melvin Avenue. The route and adjacent development is shown schematically in Figure 7.

- Existing route is a four lane section with signalized intersections at Brampton Street, Rennie Street, Barton Street and Melvin Avenue.
- Development varies along the route (residential, commercial, industrial and institutional) as shown in Figure 7.
- Minor improvements, such as additional right and left turn lanes, would be undertaken at intersections.
- It is anticipated that all work would be done within the existing right-of-way.

- The CNR line south of Rennie Street would be grade separated as an underpass. Property would be required from adjacent businesses and existing access would be affected. Walmer Road, east of Woodward would be closed and an alternate access provided.

Impacts to be considered in the area include the effect of increased traffic on existing residential, commercial and industrial development.

4.3 Melvin Avenue to Queenston Road

For this section much of the route will be buried under an existing open space between a school and residential development and then on the west side of the valley to Queenston Road. Figure 8 illustrates the route alignment south of Melvin Avenue and Figure 9 illustrates a cross section for the area. Figure 10 is an aerial view of the area.

- The Melvin Street/Woodward Avenue intersection is at grade. Photograph 1.

- As the route proceeds south from the intersection it will drop into a buried section proceeding between the school and houses and continue under the open playing field to the edge of the valley. Photograph 2.

- From the valley edge to Queenston Road the route follows the west side of the valley with a combination of buried and open section.

- Two options were considered for access to Queenston Road as shown in Figures 11 and 12.

- Figure 11 avoids the structure and makes the connection to Queenston Road at grade, west of the structure. While this moves the route from the valley floor, in order to achieve the intersection at this location the route is moved westerly in the valley as it approaches Queenston Road and requires substantially more cut than the other option considered.

- Figure 12 uses the existing structure for the roadway and connects to Queenston Road by a link road in the west quadrant.

Impacts to be considered in this section include:

- the extent of the road to be buried south of Melvin Street.

- construction and regeneration techniques required to control the work of the buried section across the playing fields and in the valley north of Queenston Road.

4.4 Queenston Road to King Street

In this section the route crosses the valley floor and the creek. This is the only crossing of the Red Hill Creek.

- The creek crossing is halfway between Queenston Road and King Street and is shown on Figure 13. It is proposed to use a bridge structure to allow pedestrian and wildlife access along the creek and avoid the need to cross the roadway. Potential bridge options are illustrated in Figures 14 and 15.

- The alignment options at King Street again include an at grade intersection east of the structure (Figure 16) or use of the existing structure for the route (Figure 17).

- The at grade intersection (Figure 16) uses the existing Mt. Albion-King Street intersection. It would require rebuilding and widening to achieve this. Mt. Albion Road would be realigned slightly to become a T-junction. The route would continue north of King Street hugging the east side of the valley to develop a creek crossing that is as perpendicular (and minimal) as possible.

- Use of the existing structure has more impact on the valley floor and would result in a slightly less perpendicular creek crossing. Mt. Albion Road would be connected to the King Street loop road as shown in Figure 17. This intersection spacing is sub-standard and would result in traffic operation problems. This option would operate more efficiently if Mount Albion Road is closed but this reduces access to the neighbourhood to two connections.

Impacts in this area include:

- the creek crossing

- road cut in the valley sides and a need to develop appropriate ecological treatments

4.5 King Street to Albion Vocational School

From King Street the route proceeds south on the east side of the creek, goes under the TH & B Railway and approaches the school. Figure 18 illustrates an alignment.

- The route at the railway will use the existing TH & B structure as both adjacent residential development and steep slopes make other options undesirable.

- From the railway structure to the school the creek takes a meandering course with a substantial jog to the east side of the valley.

- In this area it is proposed to develop a combination of fully and partially buried sections to suit the specific topography. A fully buried section near the school is shown in Figure 19.

The impacts that will require further work in this section include:

- the specific extent of the full and partially buried sections
- a construction control and regeneration plan for the buried sections

4.6 School to Mt. Albion Road

From the school to Mt. Albion Road the route runs adjacent to an Ontario Hydro corridor that backs onto a residential development.

- In this section it is proposed to minimize use of the fully buried sections and develop a hidden roadway to suit topography and provide green space linkages from the residential area to the valley. These are shown in Figures 20 and 21.
- An oil pipeline is located in this area and will require relocation. Relocation was previously discussed when the expressway up the valley was considered.
- The intersection with Mt. Albion Road will be signalized and allow full moves.

Impacts that require further work include:

- control of noise and visual impact of roadway on residential community
- development of linkages from the local street network and neighbourhood park into the valley.

4.7 Mt. Albion Road to Mud Street

The roadway from Mt. Albion Road to Mud Street will generally follow the existing Mt. Albion Road alignment.

- The route will be developed by straightening and widening the existing roadway. Figure 22 illustrates an alignment across the escarpment. The existing grade would also need to be reduced.
- Near the golf course it is proposed to widen on the west side to avoid impact on this property.
- The oil pipeline is located in the west ditch of the existing road and will require relocation for most of this route.
- The new route is proposed to be developed to a 6% grade (similar to Highway

20). Existing grades are as high as 10%. The existing and proposed profile is illustrated in Figure 23. To improve vertical grades, cut and fill would be required. Details of this treatment are shown in Figures 24 and 25.

- The route cuts through the Niagara Escarpment on the existing road. While widening is required, every attempt would be made to minimize the impact of further cutting in the area.

- The route will tie into the east/west expressway and the re-aligned Mud Street at a signalized intersection above the escarpment.

APPENDIX C

The Red Hill Creek Expressway Project

PROGRESS REPORT

Number 8

Spring 1994

Public Information Centres

Information Centres will be held to provide information on the construction of the Expressway and to present a concept plan for the development of a park corridor adjacent to the Expressway. (see back page)

Monday March 7, 1994
6:30 p.m. - 8:30 p.m.
Lincoln Alexander School
50 Ravenbury Drive, Hamilton

Tuesday March 8, 1994
6:30 p.m. - 8:30 p.m.
Cardinal Heights School
70 Bobolink Road, Hamilton

Wednesday March 9, 1994
6:30 p.m. - 8:30 p.m.
St. Jerome's Separate School
188 Limeridge Road West, Hamilton

Displays will show :

- Construction schedule and detailed road plans for 1994 projects

- Construction schedule for the entire Mountain section of Expressway (1995 - 1998)
- Plans for a Pedestrian Crossing between Fiona Crescent and Limeridge Road
- Detailed information on noise barriers including cross sections, type and height of barriers on a plan and computer generated photographs
- Concept plan for the Park Corridor adjacent to the Expressway including a tree planting programme

Staff will be available to answer questions. The public is encouraged to fill out comment sheets and leave them with staff.

Construction Schedule 1994

This year will include the beginning of work on the Expressway mainline between Upper Wellington Street and east of Upper Ottawa Street.

Staging of Construction

Noise berms and walls, where possible, will be built and installed at the beginning of construction. This will reduce the construction noise and dust for adjacent residents.

Hours of Operation and Construction Noise

Construction hours of operation, and noise levels will comply with the requirements of the City of Hamilton noise bylaw. Council has approved that noise levels for the entire project will be monitored on a regular basis by the Noise Control Division of the Public Works Department.

Construction Schedules

1994 Construction

MAR. APR. MAY JUNE JULY AUG. SEPT. OCT. NOV. DEC.

Expressway Grading

- This project is expected to begin in late March or early April.
- The work will include grading, drainage and noise barriers along the mainline of the Expressway from approximately Upper Wellington Street to east of Upper Ottawa Street.

Upper James Street Overpass

- This project is expected to begin in late March.
- A vehicular and pedestrian detour will be provided around the construction site on the west side.
- This project includes watermain and utility relocations on the east side.
- Utility relocations outside of the Expressway limits are now underway at Limeridge Road. This work should be completed by the end of March.

Fiona Crescent/Limeridge Road Pedestrian Crossing

- This project is expected to begin in early June.
- A temporary pedestrian detour will be provided around the construction site.

Mud Street Widening and Reconstruction

- This project is expected to begin in July and will involve reconstruction and widening on the north side of the existing road

1995 - 1998 Construction

1995 1996 1997 1998

Stone Church Road Extension to the Mohawk/Golf Links Road Interchange

Expressway - Mohawk/Golf Links Road to Upper Wellington Street, West 5th Street Overpass, Upper Horning Road closure, Magnolia/Guildwood Drive pedestrian crossing

Dartnall Road Interchange, Expressway - Upper Ottawa Street to Pritchard Road

Expressway - Pritchard Road to Mud Street

Expressway Paving - Upper Wellington Street to east of Upper Ottawa Street, Limeridge Road closure, Interchange Ramp completions

Blasting

Bedrock is close to the surface along the Expressway corridor and the road will be lower than the existing ground level in most locations. This means that blasting will be required during the construction season. Previous blasting activity on the Expressway has been well within the accepted tolerance levels. Monitoring and inspection levels will be maintained for this contract.

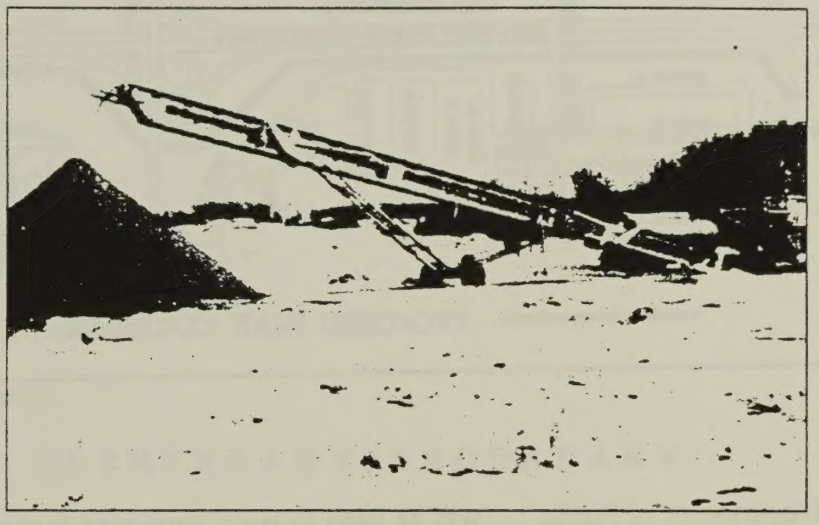


photo by Parker Consultants

The Region's contractor will conduct a pre-blast survey of residential units. The seismic and inspection specialist will be requesting access to property to carry out this survey. **Claims for damage cannot be substantiated if the contractor is unable to do a pre-blast survey on that property.** Therefore, your cooperation in the survey is important. The survey will be done for the first row of houses (including structures such as pools, sheds and walkways) adjacent to the blasting area.

Rock Crushing

Approximately 150,000 m^3 of rock is expected to be excavated as part of the Expressway grading contract for 1994. Rock crushing equipment will be set up near the construction site. Trucks will be using the Expressway land to access the crushing site instead of using local and Regional roads to haul rock and aggregates.

Siting the rock crushing equipment on adjacent land will avoid traffic congestion and road deterioration. It will save approximately $3 million in trucking costs by allowing the rock to be re-used on the site.

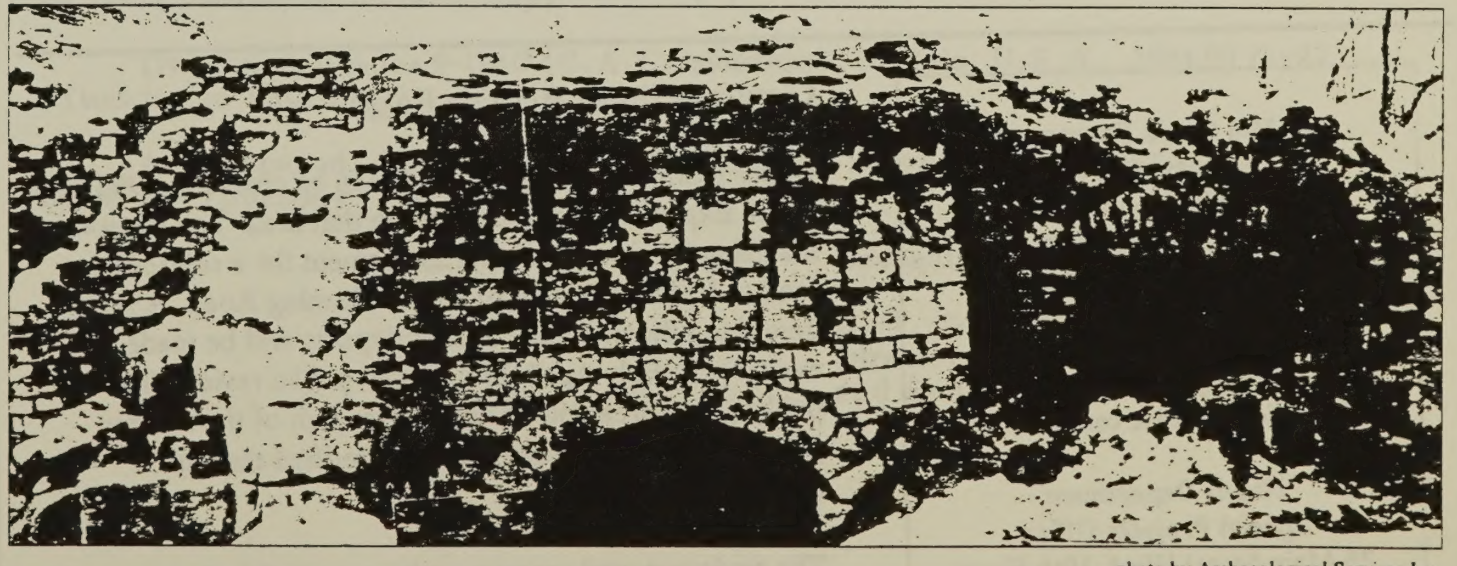
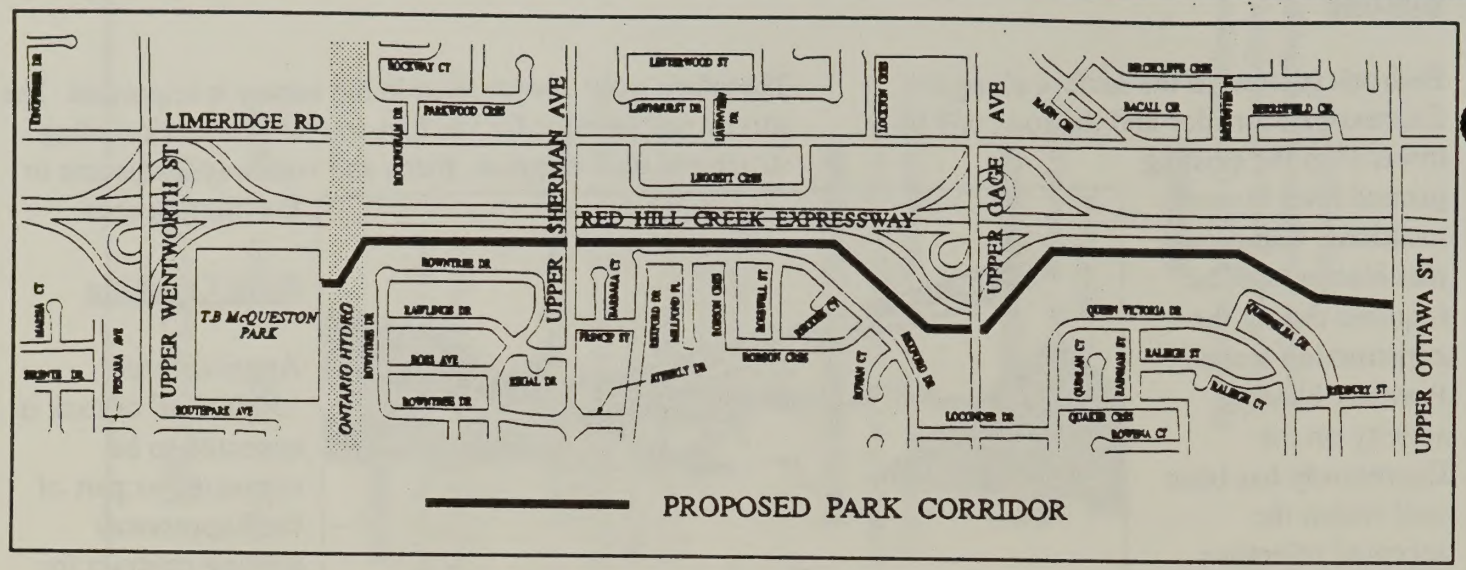


photo by Archaeological Services Inc.

*The **Marshall Lime Kilns** near Upper James Street previously scheduled to be demolished in 1993 will be dismantled in the spring of 1994 when dry weather permits. The stones will be numbered and placed in storage so that, at some time in the future, they can be used in the construction of a commemoration to the lime kilns that operated at the site in the early part of this century. The Special Projects Office has been working with the Plaquing Sub-Committee (a joint committee of the Hamilton Historical Board and the Local Architectural and Conservation Advisory Committee) and the Planning Department to ensure that the stones are salvaged.*



Park Corridor

The City of Hamilton, Department of Public Works, Parks Division has been working with the Special Projects Office to coordinate the development of the Park Corridor south of the Expressway with the construction planned for 1994 and 1995.

The Park Corridor will be connected to the proposed T.B. McQueston Park in the west and will end at Upper Ottawa Street in the east. The surplus earth from the Expressway will be used to build landscape features on the Park Corridor.

The Region will place and contour the fill, construct a pathway, and plant grasses to establish vegetation on the site and prevent erosion (1994/1995). The Parks Division will follow this work with a tree planting programme that will be phased over five years.

Park staff will attend the information centres to explain the concept plan and receive comments on the plan.

Red Hill Creek Expressway
Progress Report
is a publication of the
Regional Municipality of
Hamilton-Wentworth
Special Projects Office
If you have any comments,
suggestions, or
questions, please contact the

Roads Department
Special Projects Office
25 Main Street West, 10th Floor
Hamilton, Ontario
L8P 1H1
ph. (905) 546-4277
fax (905) 546-2385

Closure of Upper Horning Road

Upper Horning Road is scheduled to be closed in 1995 prior to the Expressway construction in that area. The Region is finalizing the environmental assessment for a replacement road to be located west of Upper Horning Road. A report describing the new road and its impacts will be made available in early April for a 30 day public review. The public in the area will be notified by mail of the review period. The general public will be notified through newspapers.

The environmental assessment has resulted in the designation of a provincially significant wetland, the identification of archaeological sites and regionally rare plants. The preferred road location avoids most of these areas and minimizes impacts. The study also included public consultation through information centres and meetings.

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Hamilton Board of Education
Education Centre
1994 06 07

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

E L E M E N T A R Y / S E C O N D A R Y

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

(i) Cardinal Heights, Grade 7, Laurentian Lodge, Haliburton area, 1994 09 20-23 (Tuesday to Friday)

(ii) Norwood Park, Grade 6, Camp Wanakita, Haliburton area, 1994 10 04-07 (Tuesday to Friday)

(iii) Barton, Grades 10-OAC Canoeing Trip, Algonquin Park, Muskoka, 1994 09 22-24 (Thursday to Saturday)

(iv) Delta, Grades 9-OAC (G.A.C. members), Buffalo, U.S.A., 1994 06 21-23 (Tuesday to Thursday)

(v) Sherwood, Grades 10-OAC Canoeing Trip, Algonquin Park, Muskoka, 1994 09 22-25 (Thursday to Sunday)

Respectfully submitted,

D. W. Goodridge,
Director of Education
and Secretary

1994 06 07

To: *Chairman and Members*
Operations and Finance Committee
Education Centre

From: *Murray Quinn, Superintendent of Schools,*
Lower City

Re: *Update of Delta Cafeteria Report*

Report: *Information*

BACKGROUND

The Board approved the renovations for the Delta Commercial Food Services program in July of 1990. At that time a report on this program was to be presented to the Board at the end of one year. The cafeteria renovations were not completed until mid-March of 1991. It was agreed by the Superintendent of Area 2 (Nancy Nicholls) that it would not be appropriate to make a report based on three months of operation (mid-March 1991 through mid-June 1991). A report would be made to the Board during the 1991 - 92 school year; and it was presented in June of 1992.

At that time, the trustees requested that Delta provide an update as part of the Report of the Food Policy (Recommendation 14). This report was presented in June 1993. Although a motion for yearly Cafeteria Reports was defeated at the June 1993 OMC Meeting, Rick Binns, Area 3 Superintendent, volunteered for Delta Secondary School to produce an updated report in 1994.

ISSUE

To share information with the trustees regarding the status of the Delta Cafeteria.

RECOMMENDATION

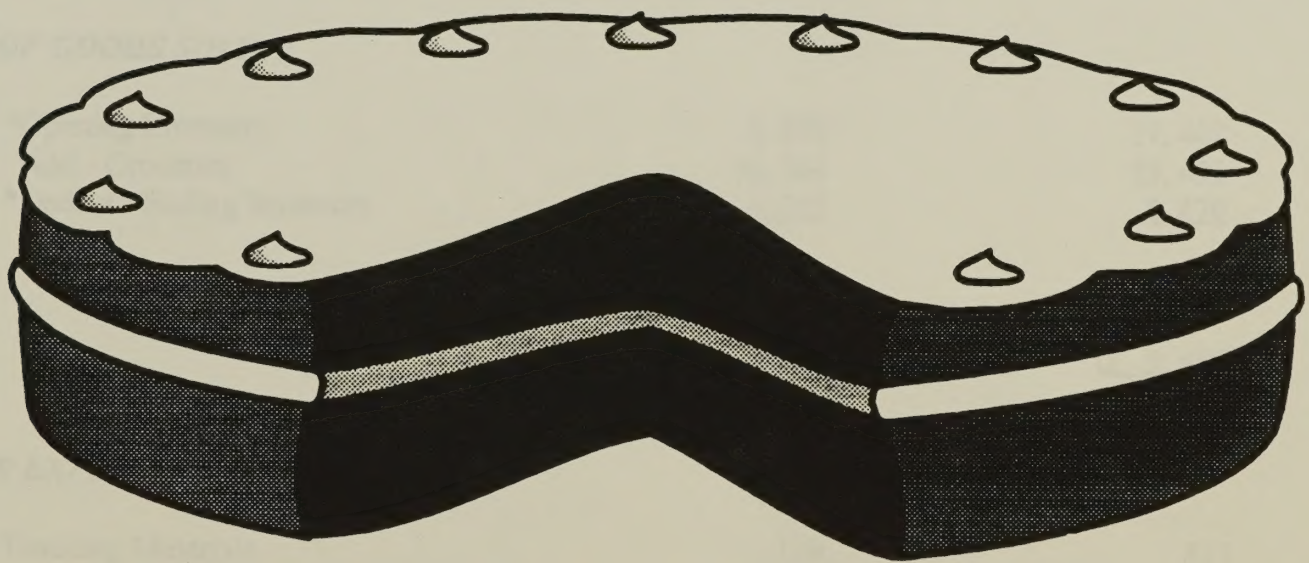
That the update of the Delta Cafeteria Report (1994) be received for information.

Prepared by : *Mary Middlemiss*
Administrative Assistant
Delta

Reece Morgan
Foods Teacher
Delta

Kim Cwierdzinski
Bookstore Secretary
Delta

DELTA SECONDARY SCHOOL



REPORT ON CAFETERIA

MAY 1994

DELTA SECONDARY SCHOOL

CAFETERIA INCOME STATEMENT

FOR THE YEAR ENDED APRIL 30, 1994

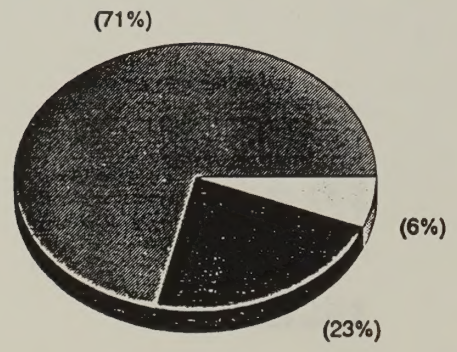
REVENUE	*1994*	*1993*
Cafeteria Receipts	$ 47, 572	$ 41, 633
Catering Receipts	15, 031	7, 702
	$ 62, 603	$ 49, 335
COST OF GOODS SOLD		
*Opening Inventory	5, 870	11, 402
Add - Groceries	56, 204	53, 491
*Deduct - Ending Inventory	4, 052	5, 870
	$ 58, 022	$ 59, 023
	$ 4, 581	($ 9, 688)
OTHER EXPENSES		
Teaching Materials (Incl. Sharp. & Sm. Equip.)	149	823
Uniforms and Supplies	3, 912	2, 842
Sanitation Supplies	1, 772	3, 673
	$ 5, 833	$ 7, 338
TOTAL NET LOSS	($ 1, 252)	($ 17, 026)

* Inventory excludes inventory of sanitation supplies; this has been offset against sanitation supplies in order to group similar items with similar items.

SANITATION SUPPLIES	*1994*	*1993*
Opening Inventory	927	2, 673
Add - Sanitation Supplies	1, 263	1, 927
Deduct - Ending Inventory	418	927
	$ 1, 772	$ 3, 673

Cafeteria Revenue 1993-94

May 1, 1993 - April 30, 1994

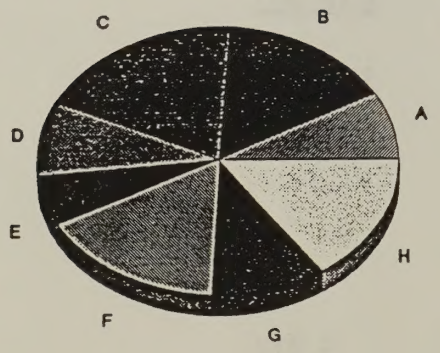


Gross Income

Cafeteria	$ 47 572
Catering	$ 15 031
Grocery inventory	$ 4 052

Cafeteria Inventory

April 30, 1994

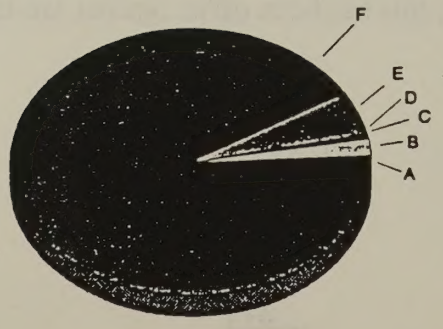


Legend

A	Walk-In Fridge	$ 321
B	Walk-In Freezer	641
C	Storeroom	768
D	Serving Area Supply	355
E	Cake Decorating	247
F	Bakeshop Storeroom	664
G	Bakeshop	430
H	Bakeshop Fridge	626
Total		$ 4 052

Cafeteria Expenses 1993-94

May 1, 1993 - April 30, 1994



Expenses

A	Aprons, hats, coats	$ 503
B	Sanitation	$ 1 263
C	Knife Sharpening	$ 149
D	Cleaning Uniforms	$ 144
E	Supplies	$ 3 265
F	Groceries	$ 56 204

DELTA CAFETERIA

INCOME STATEMENT

FOR THE YEAR ENDED APRIL 30, 1994

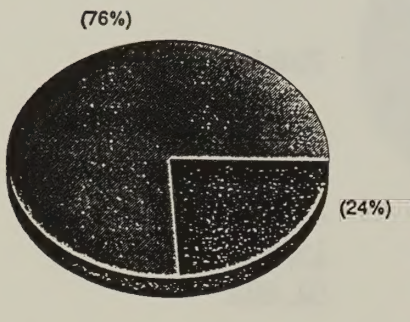
	May 1/93 to Dec 31/93	*Jan 1/94 to Apr 30/94*	*Total*
Sales			
Cafeteria	28,333	19,239	47,572
Catering	8,947	6,084	15,031
	37,280	25,323	62,603
Expenses			
Groceries	38,723	19,299	58,022
Teaching Materials	110	39	149
Uniforms and Supplies	2,412	1,500	3,912
Sanitation Supplies	1,089	683	1,772
	42,334	21,521	63,855
Net Profit (Loss)	(5,054)	3,802	(1,252)

Inventories included above:

	Groceries	*Sanitation Supplies*
Inventory - April 30, 1993	5,870	927
Add - Expenses	35,836	562
Inventory - Dec 31, 1993	2,983	400
	38,723	1,089
Inventory - Dec 31, 1993	2,983	400
Add - Expenses	20,368	701
Inventory - April 30, 1994	4,052	418
	19,299	683

Cafeteria Revenue 1993

May 1, 1993 - December 31, 1993



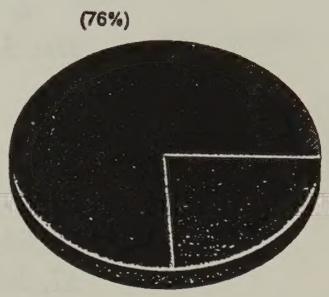
Gross Income

- Cafeteria
- Catering

Cafeteria	$ 28 333
Catering	$ 8 947

Cafeteria Revenue 1994

January 1 - April 30, 1994



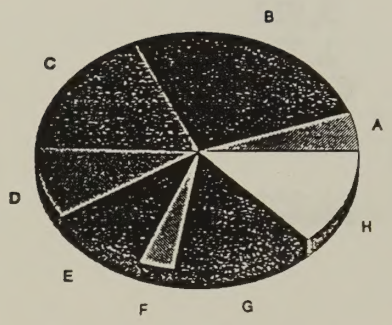
Gross Income

- Cafeteria
- Catering

Cafeteria	$19 239
Catering	$ 6 084

Cafeteria Inventory

December 31, 1993

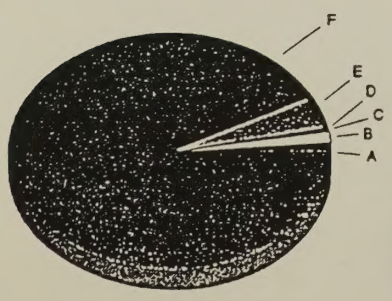


Legend

A	Walk-In Fridge	$ 158
B	Walk-In Freezer	776
C	Storeroom	537
D	Serving Area Supply	286
E	Cake Decorating	300
F	Bakeshop Storeroom	96
G	Bakeshop	430
H	Bakeshop Fridge	400
	Total	$ 2 983

Cafeteria Expenses 1993

May 1 - December 31, 1993

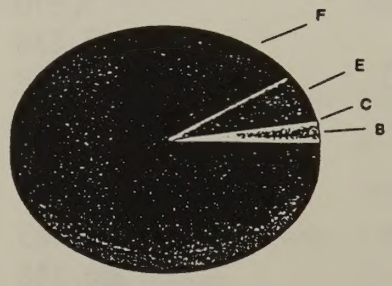


Expenses

A	Aprons, hats, coats	$ 503
B	Sanitation	$ 562
C	Knife Sharpening	$ 110
D	Cleaning Uniforms	$ 144
E	Supplies	$ 1 765
F	Groceries	$ 35 836

Cafeteria Expenses 1994

January 1 - April 30, 1994



Expenses

A	Aprons, hats, coats	$ 0
B	Sanitation	$ 701
C	Knife Sharpening	$ 39
D	Cleaning Uniforms	$ 0
E	Supplies	$ 1 50(
F	Groceries	$ 20 3(

SELLING PRICES

Food costs play the most significant role in determining food prices. Quantity and seasonal items also play a part. Our prices at Delta are in line with many of the other schools. We are able to keep costs down because it is a training and educational facility where labour costs do not play a big factor.

Some of our items are priced higher and some are less expensive than those of Restronics. We charge slightly higher for the less nutritional items than those with a higher nutritional value.

IMPACT ON LOCAL BUSINESSES

We are sensitive to the impact of Delta's Food School program on the local food services community. We do not see it that we are in competition with nearby businesses. We work closely with local owners while establishing Linkage and S.W.A.P. Programs where students are able to use their talents for further educational and career needs.

There is a high degree of hospitality services in Hamilton and through programs such as Delta's Food Services program we are able to train them properly and effectively. The local community receives the benefit of this because they save money that would otherwise be spent for training employees. Overall, this helps keep costs down.

Our operation has a large benefit in that the students are also developing appreciation and respect for the industry. This maintains standards which help to give the local community a fair and equitable amount of money for their product.

FOOD SCHOOL **PRICE LIST:** CAFETERIA

JUICE:	.60	SOUP DU JOUR	.65
MINERAL WATER	.70	ENTRÉE OF THE DAY	
MILK		FROM	$2.00---$3.50
SMALL CHOCOLATE:	.50	INCLUDES ROLL/BUTTER	
SMALL WHITE	.50	SMALL SALAD	
LARGE CHOCOLATE:	$1.00		
LARGE WHITE :	$1.00		
SANDWICHES		OTHER HOT ITEMS:	
MEAT/FISH	$1.50	HAMBURGER	$1.25
EGG/CHEESE	$1.00	CHEESEBURGER	$1.50
BAGELS		FRIES	$1.00 EXTRA)
PLAIN	.50	GRAVY	(.20 EXTRA)
W/CREAM CHEESE	.80		
FRENCH FRIES		DESSERTS:	
SMALL	$1.30	COOKIES	.25
LARGE	$1.80	BROWNIES	.50
WITH GRAVY	$ .20	CARROT CAKE	.50
		MUFFIN	.40
		DANISH	.50
PIZZA		FRESH FRUIT	.25
BAGELS	.50	PIE	.60
PITA'S	$1.25	CAKE	.60
CRUST	$1.25	SALAD SMALL	$1.00
		LARGE	$2.00

FOOD SCHOOL
CATERING PRICE LIST

SAVORY TRAYS

CHEESE TRAY	(SERVES 10-12)	$25.00 PER TRAY
CHEESE TRAY	(SERVES 20-25)	$38.00 PER TRAY
CHEESE & FRUIT TRAY	(SERVES 10-12)	$28.00 PER TRAY
ASSORTED SANDWICH TRAY	(SERVES 10-12)	$15.00 PER TRAY
ASSORTED MEAT TRAY	(SERVES 20-25)	$35.00 PER TRAY
RELISH TRAY	(SERVES 10-15)	$15.00 PER TRAY
RELISH TRAY	(SERVES 20-25)	$25.00 PER TRAY

HOT/COLD SAVORY TRAYS

ASSORTED SAVORIES (SERVES 10-12) $12.00 PER TRAY
(QUICHE, SAUSAGE ROLLS ETC.) (ALLOW 3 PER PERSON)

BAKED ITEMS

BIRTHDAY	(SERVES 10-12)	$8.50
BIRTHDAY CAKE	(SERVES 15-20)	$10.50
DECORATED SLAB CAKE	(SERVES 25-30)	$18.50
DECORATED SLAB CAKE	(SERVES 80-100)	$35.00
CHEESE-CAKE	(SERVES 12-15)	$15.00
BLACK FOREST CAKE	(SERVES 9-12)	$12.50
CARROT CAKE	(SERVES 12-15)	$10.50

PASTRY TRAYS

ASSORTED PASTRIES (SERVES 10-12) $12.00
(TARTS, SHORTBREAD, SQUARES, BROWNIES, ETC)
(ALLOW 3 PER PERSON)

ASSORTED PASTRIES	(SERVES 20)	$20.00
ASSORTED PASTRIES	(SERVES 50)	$50.00

MONTHS OF OPERATION

1. Although commercial food classes began at Delta in February of 1991, the kitchen area was not completed until the spring break of 1991 (mid March).

2. Months of operation since opening:

Mid March 1991	0.5 months
April 1991	1.0 month
May 1991	1.0 month
June 1991	0.5 month
Sept 1991 - Mid - June 1992	9.0 month
Sept 1992 - Jan 1993	5 months (CUPE strike 4.5 months)
Feb 1993 - April 30, 1993	3 months
May 1993 - Mid - June 1993	1.5 months
Sept 1993 - April 1994	8.0 months

Total 29.5 months less 4.5 months (CUPE strike) = 25.0 months

EMPLOYEE COSTS

QUANTITY	*POSITION*	*AFFILIATION*	*SALARY*	*HOURS/WEEK*
1	Teacher	OSSTF	$44, 627.00/yr	
1	Teacher	OSSTF	$65, 916.00/yr	
1	Cook	CUPE	$27, 914.00/yr	40/10 mos.
1	Cook	CUPE	$20, 935.00/yr	30/10 mos.
1	Caf. Supervisor/ Cashier	Non-union	$ 6,050.00/yr	12.5*
2	Caf. Supervisor	Non-union	$ 4,840.00/yr each	10*+

*Supervisors/Cashier do not work during any holidays, P.D. Days, or Examination days.

+These two positions are required regardless of the food delivery format and are found in all composite secondary schools.

OVERHEAD EXPENSES

Overhead expenses are not disclosed. We, at the school level, do not have the personnel nor any mechanism by which to determine cost of utilities.

DELTA SECONDARY SCHOOL

REPORT ON CAFETERIA

ENROLLMENT BY CLASS

Number of classes in each semester

1. ***Feb. 1991 - June 1991...3 classes***

COURSE	*TOTAL*	*ACTUAL AVE. CLASS*	*CONTRACT AVE. CLASS*
TFC1W/2G	27	Ave. Class	Contract
TFC3G	15	Size	Ave. Size
TFC1W/2G	22	21.3	Tech. 18.0

2. ***Sept. 1991 - Jan. 1992...4 classes***

TFC2B	13	Ave. Class	Contract
TFC3G/3B	10	Size	Ave. Size
TFC2G/3B	10	14.0	Tech. 18.0
TFC2G/3B	22		
PER. 4	3-4 (Tech. Prep)		

Feb. 1992 - June 1992...3 classes

TFC2G	19	Ave. Class	Contract
TFC4B/4G	17	Size	Ave. Size
TFC1W	26	20.7	Tech. 18.0

3. ***Sept. 1992 - Jan. 1993...3 classes***

TFC1W	20	Ave. Class	Contract
TFC3B/3G	24	Size	Ave. Size
TFC2B/2G	24	22.6	Tech. 18.0

Jan. 1993 - June 1993...4 classes

TFC2G	12	Ave. Class	Contract
TFC2G	19	Size	Ave. Size
TFC2B	07	19.3	Tech. 18.0
TFC3B/3G/4G	20		

4. ***Sept 1993 - Jan. 1994...5 classes***

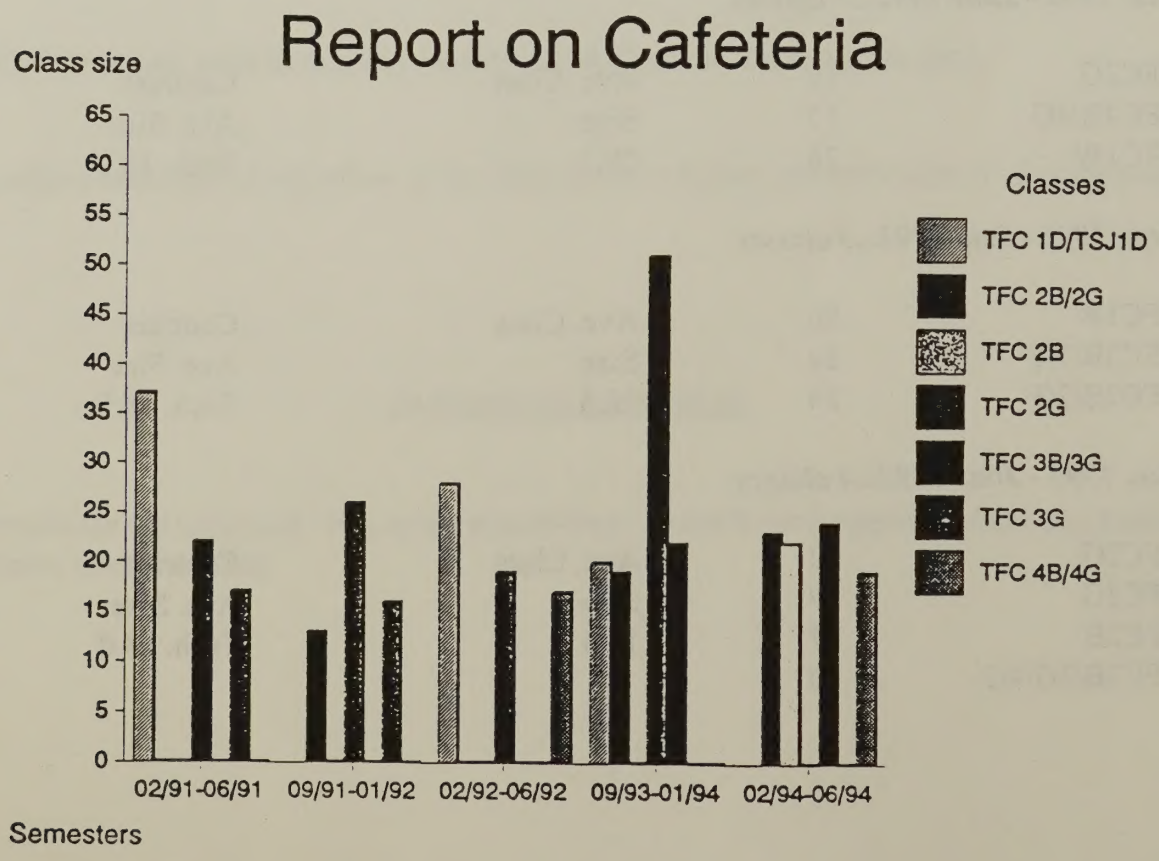
TSJ1DI	20	Ave. Class	Contract
TFC2G	24	Size	Ave. Size
TFC2G	27	22.4	Tech 18.0
TFC2B/2G	19		
TFC3B/3G	22		

Feb. 1994 - June 1994...5 classes

TFC2B/2G	23	Ave. Class	Contract
TFC2B	22	Size	Ave. Size
TFC3B/3G	11	17.6	Tech 18.0
TFC3B/3G	13		
TFC4B/4G	19		

5. ***1994 - 1995...8 classes***

TSJ1D	6	Ave. Class	SDC Staffed at 18.0
TFC2B	11	Size as of June 1/94	
TFC2G	61	Option sheet tally	
TFC3G	33	16.0	
TFC4G	17		



DELTA SECONDARY SCHOOL

CAFETERIA REVENUE ACCOUNT CLIENTS

MAY 1993 - APRIL 1994

ADMINISTRATION

Directors' Luncheon
Cabinet Meeting
Staff Meetings
V.P. & Principals Meetings
Visitors
Delta Project-School Visitations'
Parents' Nights
Delta Home & School
Positive Parenting
Connecting
Graduation
Awards Ceremony
Heads' Retreat
D.A.R.T. Meetings
Grade 8 Visitations
Bus. Ed. Awards Reception
Breakfast of Champions
All departments within Delta

STUDENT COUNCIL

G.A.C.
O.S.A.I.D.
Gymnastics Meet - Judges
Girls' Soccer Team
Pumpkin Carving Contest
Hockey Team Luncheon
Graduation Committee
Puppet Workshop
OMNIA

VOLUNTEER & COMMUNITY SERVICE

Delta Staff Association
Alternatives for Youth
Hamilton Air Cadets
P.R.I.D.E.
Inasmuch House
Seniors Christmas - Ottawa St. Y.

HAMILTON BOARD OF ED.

Director's Office
Administrative Assistants
Curriculum
Program Department
Computer Services
Coordinator of Tech. Ed.
Occup. Health & Safety Dept.
Music Dept.
System Dept.
Athletic Office
Human Res. Dept.
Plant Dept.
HSSPC
Guidance Heads
Area 3 Transitions
Area 3 Meetings
Family Studies Heads
Glendale Secondary School
Queen Mary School
Sherwood Secondary School
Sir John A MacDonald
Sir Winston Churchill
Dalewood
Barton Secondary School
Viscount
Ainsle Wood School
A.M. Cunningham
Memorial School
Strathcona School

INDIVIDUAL CUSTOMERS

Office Staff
Teaching Staff
Caretaking Staff
Parents
Brebeuf High School
Cardinal Newman High School
OSSTF District 8
Ed. & Industrial Council
Hamilton Regional Arts

Delta Secondary School:

Cafeteria Revenue Account Clients:

Administration Dept:
Cabinet meetings, Staff meetings, Visiting Dignitaries, Parent Breakfasts, Parents Nite, Delta Project.

Departments that have used the Food Services Program for catering:

Business Dept.	History Dept.	Guidance Dept.
Drama Dept	Languages Dept.	Physical Education Dept.
English Dept.	Learning Resources Dept.	Geography Dept.
Family Studies Dept.	Math Dept.	Science Dept.
	Technical Dept.	Student Council.

This has been our busiest year to date with a prosperous start to the 1994-1995 school year. We already have bookings for September through to December with a catering function for six hundred for a graduation in October. Some of the functions we have provided have been in the areas of up to **1000** persons with others for **800 and 600.** Students prepared bi-Semester "Breakfast of Champions" for 60 staff and students.

Board: Athletic office, Area 3 meetings, Human resources Department, Directors office, Plant Department.
Secondary Schools: Ainslie Wood, Winston Churchill, Scott Park, Glendale, Sherwood, Briarwood Adult Eduction Centre, Delta, Sir John A. Mcdonald.
Primary Schools: Memorial Reunion, Queen Mary, Strathcona, A.M. Cunningham.

Our Community involvement is increasing in leaps and bounds. We have sent students to assist with Seniors programs at the Ottawa Street 'Y' as well as welcomed them monthly to our school for tea and goodies linking with the Home Nursing Dept (Mrs. Betty Lukey and Mrs. Clodette Perri). The Food School has provided food to some of the needy in our community including Hamilton Mission Services; Interval House, InAsMuch House. We have provided the Hamilton Air Cadets Squadron with Services of our students who produced lunch for 200 children (they bought the food and our students prepared it). Another community service for the P.R.I.D.E. Organization who held a 2-day conference this past year attended by 45 of our secondary students and adult advisors including myself and Barb Brown (Guidance).
The Hamilton Regional Arts Council as well as the Educational and Industrial Council held in Jackson Sq. Food was prepared and served also during Education Week May 2-6 at Centre Mall.

Students involved in the Food Program who are required to be present for the 3rd period of the day are in a unique position where they are working during their lunch hour. For this we provide the students with a low cost luncheon to compensate them as well as maintain energy needed to continue throughout the day. The cost is approx. $1.50 to $2.00 per student and is usually for the total number in the class. Lunch is also provided for a small amount of needy students and some others who assist during lunch hour. This service does not account for a great deal of money but is sometimes provided with the "leftovers" from the day.

On the topic of waste, we have incorporated a 'grease' reclaimer where our waste oil is retrieved to produce cosmetic products. The daily amount of waste that is accumulated each day has decreased, we are working with the Design and Technology Department to provide us with composters to recycle the kitchen scraps which accumulate daily. Waste is an inevitable factor in a food producing area, unlike a non-perishable producing department, but measures are being taken to limit it to the least amount necessary. Students have a built in component concerning environmental concerns and are "buying" into the philosophy.

1994 06 07

TO: **The Chairman and Members**
Operations and Finance Committee

FROM: **P. Gillie, Superintendent - Administrative Services**

RE: **Boundaries - Access to Programs in Schools**

REPORT: **Request for Information**

Background:

1. A request for information about access to programs in all schools was made at the May Program Committee.

2. The Education Act under Duties and Powers of Boards (Part VI, 171 (1) 7) permits Boards to " determine the number and kind of schools to be established and maintained and the attendance area for each school, "

3. The Hamilton Board operates with school attendance areas.

4. In addition to attendance areas, Programs such as Special Education, Alternative Education and specialized courses such as Refrigeration, Dental, and Lime Ridge Coop, have on an annual or semester basis, admission or placement procedures, subject to class enrolment limits .

5. From time to time students and or parents request permission to attend a school outside of the designated boundary for their place of residence. In order to provide for the movement and or transfer of students between schools the policy and operating procedure outlined in Appendix A has been in place since the early 80's.

6. The responsibility for the maintenance and description of boundaries as well as the monitoring of school enrolments and capacities has been carried out by Research Services.

7. In recent years, conditions have changed from consolidation, when schools were closed, to growth in which portables have been added, or schools have been reopened and built. These conditions have required that enrolments and capacities be carefully monitored in order to insure that students in the regular attendance area have first priority.

8. The need by families for a seamless day for the care of children has presented a new problem that has lead to many requests to attend school in another boundary in order to facilitate baby-sitting/child care arrangements.

Issue:

To provide information about the procedures that are used to provide access to schools and programs.

Recommendation:

1. The report be received for information.

Rationale:

Appendix A outlines the practice that is used as well as the criteria that are applied in considering requests to transfer.

Attachments: Appendix A

Report prepared by : P. Gillie, Superintendent - Administrative Services

Approved by: Senior Management

APPENDIX A

Operating Procedure for Inter-School Transfer of Students Within the Hamilton Board

PHILOSOPHY

It is the underlying philosophy of the Board of Education for the City of Hamilton to offer programs to meet the individual needs of the students.

Over the past years, due to many factors, the Board has found it necessary to consolidate programs. This consolidation has resulted in particular programs being offered in certain designated schools.

In order to meet the needs of students across the city, the Board has evolved a philosophy to allow students to attend the school which offers a program that meets his/her individual needs, rather than be restricted to attending the school within the boundary in which he/she lives.

The Board has established the following procedure for considering such transfers.

PROCEDURE

1. Requests for transfer should be processed by the schools concerned.

2. Applications for transfer should be made to the principal of the student's own school. The decision will then be made between the principals of the schools concerned and this decision conveyed to the parent. (See 9(a) for transfer requests from Grade Eight to Grade Nine).

3. Students in the regular attendance area will have first priority.

4. Students from outside the regular attendance area will be considered on a "first-come, first-served" basis.

5. Determination of the loading capacity of a school will be done in conjunction with the school principal and the Operations Panel.

6. The number of students admitted to a school outside their regular attendance area will be regulated to prevent:

   a) overcrowding of facilities in the "receiving" school
   b) an adverse effect on the quality of the program in the "sending" school

7. Requests for transfer should be made by the parents and/or the student early in the school year to allow sufficient time for the principal to organize the classes in the school. In the Composite Secondary Schools these requests should be made between March 1 and March 15 if at all possible. Exceptions to this will be made on an individual basis. Parents having a child registered in a day-care centre or nursery school outside their own school community who wish to enrol their child in a kindergarten in that same community should contact in writing the principal of the school concerned. Principals are asked to monitor these kindergarten enrolment figures with the area superintendent for staffing and accommodation purposes.

8. Students who transfer, are responsible for their own transportation and any lunch hour supervision other than that normally provided within the school.

9. In the situation where a student in Grade Eight requests a transfer to Grade Nine in a secondary school outside his attendance area, please carry out the following routine:

   a) The elementary school principal should forward the written application for transfer along with the student's option sheet to the secondary school in the regular attendance area.
   b) Upon receipt of the written application and option sheet, the principal of the regular or "sending" secondary school will discuss the rationale for the request with the principal of the "receiving" school, then a decision will be made.
   c) The parents of the student making the request for transfer will be informed of the decision by the principal of the regular or "sending" secondary school.

REPORT OF THE
NAME SEARCH COMMITTEE - MOUNTAIN SECONDARY SCHOOL

Present: Trustees Korz (Chairman), Orban and Rodgerson.

Official
Present: N. Nicholls (Superintendent of Schools – Areas 2 and 4)

The Committee recommends:

ELEMENTARY/SECONDARY

1. That the consolidated Mountain Secondary School be named "Hamilton Technology Centre".

Respectfully submitted,

Committee Room
1994 05 25

G. KORZ
Chairman

CA4 ON HBL W26
A34
1994

AGENDA
OPERATIONS AND FINANCE COMMITTEE
1994 09 06

Confirmation of the minutes of the regular meetings of 1994 04 07, 1994 05 05 and 1994 06 07 and special meeting of 1994 04 20.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials regarding Holiday Schedule and Closure Schedule for the Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools — **Pages 1 and 2**

NEW BUSINESS:

1. Recommendation of the Director of Education — **Page 3**
2. Interim Financial Status Report (as of 1994 07 31) — **Pages 4 to 10**
3. Update re Canada Ontario Infrastructure Works Program — **Pages 11 to 13**
4. Queen Mary School - Site Plan Approval - Land Dedication Request — **Pages 14 and 15**
5. Public Relations Policy - motion to defer to 10.94
6. Reproduction of Copyright Materials CANCOPY — **Pages 16 to 28**
7. Verbal Report regarding Bill 119 - Tobacco Control Act
8. Interim Report of the Trustee Communications Committee — **Page 29**
9. Report of the Budget Presentation and Procedures Committee — **Pages 30 to 35**
10. Areas of Focus - 1994/95 - requested by Trustee Hill — **Page 36**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education — **Page 37**

TO: The Chairman and Members
Operations and Finance Committee

FROM: Richard W. Binns
Superintendent of Human Resources

RE: **HOLIDAY SCHEDULE AND CLOSURE SCHEDULE FOR THE EDUCATION CENTRE, DUNDURN BUILDING, MOUNTAIN/LOWER CITY OFFICES AND SCHOOLS**

Background

1. It has been found that the 1/2 day closures prior to the Christmas Day and New Year's Day holidays are contained in most Collective Agreements and, therefore, removal of these days can only be attained through negotiations.

2. **Survey of Christmas Closure – Government Offices and Other School Boards (1/2 day closures)**

City Hall	- discretion of manager/supervisor
Federal Building	- discretion of manager/supervisor
Halton Board of Education	- Dec. 23 - discretion of Superintendent (closed week of December 26)
Wentworth County Board of Education	- 1/2 day prior to Christmas Day and New Year's Day (in CUPE and Administration Collective Agreements) (open between Christmas and New Year's)
H.W.R.C.S.S.B.	- no 1/2 day closure (open between Christmas and New Year's)

Issue

To establish holiday schedule and closure periods for the Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools, commencing September 1994.

Recommendations

1. **That the Holiday Schedule for the Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools be amended to include Friday, December 30, 1994 - 12:00 Noon Closing. (see attached schedule)**

2. **That the present employment practices between Christmas Day and New Year's Day be retained.**

Rationale

Compliance with Collective agreements.

Holiday Schedule for Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools for the 1994-95 School Year

Monday, September 5, 1994	- Labour Day
Monday, October 10, 1994	- Thanksgiving Day
Friday, December 23, 1994	- 12:00 Noon Closing
Monday, December 26, 1994	- in lieu of Christmas Day
Tuesday, December 27, 1994	- in lieu of Boxing Day
Friday, December 30, 1994	**- 12:00 Noon Closing**
Monday, January 2, 1995	- in lieu of New Year's Day
Friday, April 14, 1995	- Good Friday
Monday, April 17, 1995	- Easter Monday
Monday, May 22, 1995	- Victoria Day
Monday, July 3, 1995	- in lieu of Canada Day
Monday, August 7, 1995	- Civic Day

Hamilton Board of Education
Education Centre
1994 09 06

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That the following trip request be approved:

(i) City-Wide Visual Arts Trip, Grades 11-OAC Visual Arts/Photography, New York City, U.S.A., 1995 05 25-28 (Thursday to Sunday)

Respectfully submitted,

D. W. Goodridge,
Director of Education
and Secretary

To: The Chairman and Members of
Operations and Finance Committee
1994-09-06

From: Paul E. Shewfelt, Superintendent of Finance and Treasurer
Irene Polidori, Manager, Financial Services

Re: Interim Financial Status Report - July 31, 1994

Report: Information

Background:

The Interim Financial Status Report for the seven month period ended July 31, 1994 compares the spending patterns for the first seven months of 1994 to the same period in 1993.

The report is prepared on a modified cash basis in that the expenditures and revenues are generally shown as they are paid or received. Commitments are included in the expenditures.

Issue:

To present the financial status of the Board of Education for the City of Hamilton for the seven month period ended July 31, 1994, using the modified cash basis.

Analysis:

Total expenditures and revenues are approximately at the same percentage of the total budgets for both years.

This report will be updated in November (based on September 30).

Recommendation:

That the report be received for information.

Attachment:

The interim status report for July 31, 1994.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE SEVEN MONTHS ENDED JULY 31, 1994 & 1993

OPERATING FUND	1994 Budget	1994 July 31	%	1993 Budget	1993 July 31	%	Inc./ (Decr)	%	Note
EXPENDITURES (000'S):									
Salaries & Wages, Employee Benefits	225,371	**134,875**	59.8	231,575	**137,299**	59.3	(2,424)	-1.8	
Travel, Personnel Training, Bursaries	794	**366**	46.1	813	**380**	46.7	(14)	-3.7	
Books & Supplies	10,934	**5,759**	52.7	11,548	**6,279**	54.4	(520)	-8.3	
Energy Costs	5,900	**3,423**	58.0	5,523	**3,073**	55.6	350	11.4	
New/Replacement Equipment	1,674	**197**	11.8	2,092	**223**	10.7	(26)	-11.7	
Debt Charges	2,250	**1,717**	76.3	2,488	**1,888**	75.9	(171)	-9.1	
Capital from Current, Repairs, & Permanent Improvements	4,676	**2,930**	62.7	7,130	**5,260**	73.8	(2,330)	-44.3	
Rentals, Fees & Contractual Services	8,794	**5,369**	61.1	9,290	**4,978**	53.6	391	7.9	
ıition Fees	5,110	**2,997**	58.6	4,567	**2,626**	57.5	371	14.1	
Charge Back of Taxes	3,110	**1,814**	58.3	2,596	**1,515**	58.4	299	19.7	
Provision for Reserves & Other	754	**382**	50.7	8,174	**6,197**	75.8	(5,815)	-93.8	1
TOTAL EXPENDITURES	269,367	**159,829**	59.3	285,796	**169,718**	59.4	(9,889)	-5.8	
REVENUES (000'S):									
Levy for Mill Rate, Refund	155,780	**91,415**	58.7	162,500	**96,421**	59.3	(5,006)	-5.2	
Supp. Taxes, T.&T., P.I.L., Surplus	12,452	**7,426**	59.6	15,355	**10,340**	67.3	(2,914)	-28.2	
Provincial Grants - Revenue Fund	77,521	**48,138**	62.1	89,006	**51,505**	57.9	(3,367)	-6.5	
Other Provincial Revenue	2,059	**654**	31.8	670	**549**	81.9	105	19.1	
Tuition Fees	15,104	**9,197**	60.9	15,712	**9,381**	59.7	(184)	-2.0	
Transfer from Reserves	4,529	**4,529**	0	0	**0**	0.0	4,529	0.0	1
Other Revenue	1,922	**1,561**	81.2	2,553	**1,327**	52.0	234	17.6	
TOTAL REVENUES	542,598	**162,920**	30.0	582,362	**169,523**	29.1	(22,008)	-13.0	

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
NOTES TO THE INTERIM FINANCIAL STATUS REPORT
FOR THE SEVEN MONTHS ENDED JULY 31, 1994

EXPENDITURES AND REVENUES

Note 1

- Provision for Reserves and Other
- Transfer from Reserves

In April 1993 the Mill Rate Stabilization Reserve of $5,723,000 was established and recorded as a Provision for Reserves. In 1994, $4,529,000 was transferred from this reserve to the Revenue Fund.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FUND MANAGEMENT SUMMARY (000'S)
JULY 31, 1994

	1994	1993
SHORT TERM INVESTMENTS AS AT JULY 31:		
Revenue Fund	$9,849	$8,552
Mill Rate Stabilization Reserve	1,460	5,776
Restructuring Reserve Fund	196	188
Integrated Information System Reserve Fund	307	-
Capital Reserves	1,203	961
Capital Funds	8	79
Retirement Gratuity Reserve	5,231	6,448
TOTAL PORTFOLIO	$18,254	$22,004
INTEREST EARNINGS:		
Revenue Fund	$81	$186
Mill Rate Stabilization Reserve	111	53
Restructuring Reserve Fund	5	-
Integrated Information System Reserve Fund	7	-
Capital Reserves and Capital Funds	30	39
Retirement Gratuity Reserve	176	183
TOTAL PORTFOLIO INTEREST EARNED FOR SEVEN MONTHS	$410	$461
BORROWING SUMMARY:		
Total Internal Borrowings	$31,738	$17,938
Total Internal Repayments	31,738	17,938
Total External Borrowings	10,899	120
Total External Repayments	10,899	120
BALANCE AS AT JULY 31	$0	$0
INTEREST EXPENSE FOR SEVEN MONTHS:		
Internal Borrowings	$28	$9
External Borrowings	9	-
	$37	$9
BANK INTEREST EARNED FOR SEVEN MONTHS:	$19	$9

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
CONTINUITY SCHEDULE FOR RESERVE FUNDS
JULY 31, 1994

CAPITAL RESERVES (000'S)

	Budget 1994	Actual 1994 07 31	Actual 1993 07 31
Opening Balance	$1,175	$1,175	$923
Revenues			
Interest Earned	54	30	39
Property Rentals	156	-	-
Site Sales	-	-	-
Capital Grants	-	-	-
	1,385	1,205	962
Expenditures			
Capital Projects	-	-	(2)
Transfer to Revenue Fund	-	-	-
	-	-	(2)
Closing Balance	$1,385	$1,205	$964

RETIREMENT GRATUITY RESERVES (000'S)

	Budget 1994	Actual 1994 07 31	Actual 1993 07 31
Opening Balance	$6,290	$6,290	$6,553
Revenues			
Transfer from Revenue Fund	1,573	1,573	1,533
Interest Earned	291	176	183
	8,154	8,039	8,269
Expenditures			
Gratuities Paid	2,300	2,835	1,825
Closing Balance	$5,854	$5,204	$6,444

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
CONTINUITY SCHEDULE FOR RESERVE FUNDS
JULY 31, 1994

MILL RATE STABILIZATION RESERVE (000'S)

	Budget 1994	Actual 1994 07 31	Actual 1993 07 31
Opening Balance	$5,879	$5,879	$ -
Revenues			
Transfer from Revenue Fund to Establish Reserve	-	-	5,723
Interest Earned	145	111	53
	$6,024	$5,990	$5,776
Transfer to Revenue Fund	4,529	4,529	-
Closing Balance	$1,495	$1,461	$5,776

RESTRUCTURING RESERVE (000"S)

	Budget 1994	Actual 1994 07 31	Actual 1993 07 31
Opening Balance	$191	$191	$ -
Revenues			
Transfer from Revenue Fund to Establish Reserve	-	-	188
Interest Earned	9	5	-
Closing Balance	$200	$196	$188

INTEGRATED INFORMATION SYSTEM RESERVE (000's)

	Budget 1994	Actual 1994 07 31
Opening Balance	$300	$300
Revenues		
Interest Earned	13	7
Closing Balance	$313	$307

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT
HISTORICAL INFORMATION
FOR THE YEARS ENDED DECEMBER 31, 1989 TO 1993

OPERATING FUND	1989	1990	1991	1992	1993
EXPENDITURES (000's):					
Salaries, Wages and Benefits	175,347	196,095	211,210	223,364	226,595
Travel, Personnel Training, Bursaries	1,090	1,060	967	704	715
Books & Supplies	15,450	15,118	15,149	12,446	11,215
Energy Costs	4,422	4,442	4,810	5,338	5,383
New and Replacement Equipment	3,605	2,955	3,634	1,611	1,569
Debt Charges	1,163	1,253	936	2,333	2,488
Capital from Current, Repairs and Permanent Improvements	8,228	11,504	9,613	7,077	5,073
Rentals, Fees & Contractual Services	7,251	8,161	8,990	8,875	8,746
Tuition Fees	2,436	2,842	3,803	4,439	4,784
Charge Back of Taxes	1,279	1,956	1,622	6,165	2,596
Provision for Reserves and Other	3,913	3,087	3,838	3,627	6,788
TOTAL EXPENDITURES	**224,184**	**248,473**	**264,572**	**275,979**	**275,952**
REVENUES (000's):					
Levy for Mill Rate	128,453	152,382	153,988	159,289	160,176
Refund of Taxes	0	0	0	0	2,324
Suppl. Taxes, T. & T., P.I.L., Surplus	10,980	6,272	12,348	14,190	15,653
Provincial Grants - Revenue Fund	64,734	73,250	81,822	83,697	83,156
Other Provincial Revenue	741	915	1,027	3,272	835
Tuition Fees	13,242	14,772	15,867	16,043	16,482
Other Revenue	4,668	3,997	4,987	6,900	2,477
TOTAL REVENUES	**222,818**	**251,588**	**270,039**	**283,391**	**281,103**

1994 09 06

TO: **The Chairman and Members**
Operations and Finance Committee

FROM: **P. Gillie, Superintendent - Administrative Services**

RE: **Canada Ontario Infrastructure Works Program - Update**

REPORT: **Decision**

BACKGROUND:

1. A report was brought forward in March 1993 detailing 1994 Accommodation Projects for Budget Approval and two Schedules of Projects (Appendix A) for submission to the C.O.I.W. Program.

2. The allocation for the Hamilton Board is $4 million of which the Board portion is $ 1.6 million.

3. The total cost of projects submitted exceeds the allocation by $185,207.00.

4. All projects have been approved by the Review Board except for the Glendale Roof Replacement identified in Phase 3 of the schedule. This project can not be approved without Board commitment to assume the cost of the project over the C.O.I.W. allocation , that is $ 185,207.00.

5. The cost would be included in the 1996 Budget for Plant projects.

6. The C.O.I.W. Program has not yet called for further submissions to allocate additional funds. This portion of the Glendale project would be our first submission, if such became available. In the meantime the alternatives are to assume the cost at this time in order to receive approval of this project under C.O.I.W. or to withdraw this portion of the project which totals $ 300,000 and submit a project that remains at or under the maximum.

ISSUE:

To seek approval to fund totally the Board portion of the Roof Replacement submission for Glendale Secondary School.

RECOMMENDATION:

1. The cost ($185,207.00) of the Glendale Roof Replacement that exceeds the C.O.I.W. allocation be provided for in the 1996 estimates and this project be resubmitted with this approval.

RATIONALE:

1. This keeps the C.O.I.W. Schedule in tact and permits staff to proceed with the original plan.

2. The work is required and will be a priority in 1996 Plant Budget Plans.

Report prepared and submitted by: P. Gillie, Superintendent - Administrative Services

Report approved by: Senior Management

APPENDIX A

SCHEDULE - A

PROJECT	LOCATION	PHASE I 35% APRIL 94 - MARCH 95	PHASE II 50% APRIL 95 - MARCH 96	PHASE III 15% APRIL 96 - MARCH 97
Roof Replacement				
	Buchanan Park	145,000		
	Westmount II of II	300,000		
	Holbrook	180,000		
	Richard Beasley	360,000		
	G. L. Armstrong		120,000	
	Woodward		120,000	
	Franklin Road		220,000	
	Glendale			300,000
	King George		300,000	
	Parkview			120,000
	Hill Park I of II			210,000
Interior Renovations				
	Glendale	150,000	1,400,000	
Boiler Replacement				
	Chedoke	130,000		
	Memorial	130,000		
	PHASE I	$1,395,000	-	-
	PHASE II	-	$2,160,000	
	PHASE III	-	-	$630,000
TOTAL PROGRAM				$4,185,000

Appendix "II"

SCHEDULE - B

SUPPLEMENTARY PROJECTS

Roof Replacements

Hill Park II of II	210,000

Boiler Replacements

Queensdale	140,000
Viscount Montgomery	140,000
Vincent Massey	140,000
Franklin Road	150,000
TOTAL	**$780,000**

1994 09 06

TO: **The Chairman and Members**
Operations and Finance Committee

FROM: **P. Gillie, Superintendent - Administrative Services**

RE: **Queen Mary School - Site Plan Approval - Land Dedication Request**

REPORT: **Decision**

BACKGROUND:

1. Site Plan Approval is part of the process of approvals for the construction of the replacement for Queen Mary School. Site Plan Approval is endorsement by the City Planning and Development Department of the proposed plan, which details construction, landscape and paving plans, for the site.

2. When the Architect made preliminary inquiries for the approvals for this project, Site Plan Approval was not indicated. However in late June, when he made formal application for permits he was advised that Site Plan Approval was required.

3. To this, the Roads Department for the City of the Hamilton proposes that a strip of land, for future road widening, approximately 2.44 m. in width (less than two sidewalk widths) along Cannon Street plus a daylight triangle, 3m x 3m, at the corner of Cannon and Province, be transferred as part of the Site Plan Approval. While there is no immediate plan for road widening, the Transportation Department would prefer such decision in the event road widening takes place in the future.

4. The City request is a land dedication, which means in essence a donation. Board practice is to sell land at market value. Where Site Plan Control exists the option of selling is not available.

5. This information became known in the last days of June. It was not considered desirable to call an emergency Board meeting, although Site Plan Approval could be delayed due to this matter. Staff conveyed to the Planning Department that the Board would not meet until September and that this request would be taken to the Board in the Fall. On this basis it was requested that Site Plan Approval not be delayed. In fact Site Plan Approval has been reviewed by our legal counsel, processed, and completed. The completion of this process resulted in the issue of the Building Permit.

ISSUE:

To seek approval from the Board for the transfer of land on the Queen Mary School Site.

RECOMMENDATION :

1. The Board agree in principle to transfer to the City of Hamilton a strip of land, for future road widening, approximately 2.44 m. in width (less than two sidewalk widths) along Cannon Street plus a daylight triangle, 3m x 3m, at the corner of Cannon and Province.

2. Staff report back on the arrangement for this transfer.

RATIONALE:

1. The land has no significant effect on the location of the new building or on our use of the property.

2. Site Plan Approval has been granted on the understanding that this request would be brought to the Board for consideration.

Report prepared and submitted by: P. Gillie, Superintendent - Administrative Services

Report approved by: Senior Management

Date: 1994 09 06

To: Chairman and Members
Operations and Finance Committee

From: Elizabeth G. Bond,
Superintendent of Program

Re: Reproduction of Copyright Materials (CANCOPY)

Report: Information/Decision

Background

In 1991, the Ministry of Education and Training entered into a licensing agreement with the Canadian Reprography Collective (CANCOPY), a collective of writing and publishing organizations, individual authors and publishers. The agreement enabled staff to reproduce print resource materials within prescribed limits. The terms of the agreement were contained in Policy/Program Memorandum No. 16, issued 1991 10 04. The agreement expired 1994 06 20.

On 1994 05 06 Education Minister, David Cooke, signed a new copyright licence agreement between the Ministry on behalf of the province's schools boards and CANCOPY. The terms of the new licensing agreement are contained in Policy/Program Memorandum No. 16 dated 1994 06 15 (Appendix I).

The licence gives school boards a choice between using either of the two approved methods of recording photocopy usage. The first method involves the use of a detailed tracking system with records of usage being kept at every photocopier. The second method involves participation in a random sampling system conducted by an independent consulting firm at no cost to school boards.

The licence provides approximately $2 million to compensate CANCOPY for materials photocopied by school board staff. The licence requires CANCOPY to allow school boards that may exceed their initial per pupil allocation to purchase additional reproduction rights at a cost of three cents a page. To take advantage of that opportunity, school boards must sign an extended licence agreement with CANCOPY before 1994 09 30. Failure to sign an extended licence will mean that schools that reach the limit of their assigned photocopy allocation will be unable to copy additional materials during that year. The extended licence does not constitute a commitment to purchase additional photocopy rights, but simply affords an opportunity to do so. Any exercising of photocopy rights under the terms of the extended licence, will have budget implications.

Issue

To provide trustees with information regarding the new licensing agreement between the Ministry of Education and Training and CANCOPY.

To determine trustee approval for participation in the random sampling option for recording photocopying usage.

To determine trustee approval for signing an extended licence agreement with CANCOPY for the period 1994 09 30 to 1995 06 30.

Recommendation

1) That the Board of Education for the City of Hamilton approve participation in the random sampling option provided in the CANCOPY licence, at no cost to the board.

2) That the Board of Education for the City of Hamilton enter into an extended licence agreement with CANCOPY, at no cost to the board, for the period 1994 08 30 to 1995 06 30.

Rationale

See Appendix I

Ontario

Ministry of Education and Training

Issued under the authority of the Deputy Minister of Education and Training

APPENDIX I

Policy/Program Memorandum No.16

Date of Issue: June 15, 1994

Effective: Until revoked or modified

Subject: REPRODUCTION OF COPYRIGHT MATERIALS

Application: Directors of Education
Principals of Schools
Teachers

References: This memorandum replaces Policy/Program Memoranda No. 16, October 4, 1991; No. 16A, October 21, 1992; and No. 16B, January 15, 1993.

Licence Agreement Between the Canadian Reprography Collective and the Minister of Education and Training

The current Copyright Act (R.S.C. 1985, chapter C-42) authorizes the creation of licensing bodies, commonly known as collectives, to administer copyright on behalf of their members. The collectives may issue licences to users, allowing them to reproduce parts of works under certain terms and conditions and for a fee. In August 1988, the Canadian Reprography Collective ("CANCOPY") was incorporated as a federal non-profit organization. The members of CANCOPY are the writing and publishing organizations of Canada, individual authors and creators of published material, and individual publishers.

On April 7, 1994, the Minister of Education and Training signed a licence agreement with CANCOPY on behalf of all school boards in the province of Ontario. The term of this agreement is from April 1, 1994, to June 30, 1995.

This licence agreement permits the non-profit reproduction of published works for any purpose within the mandate of a school board. This reproduction is permitted only if it does not exceed the number of pages allocated to the school board. The published works can be reproduced and used for educational, recreational, professional, research, archival, and administrative purposes associated with the educational institutions, including communication of information to parents and the community.

The licence agreement establishes a fixed price per page to be paid to CANCOPY for each page of published works reproduced by schools in the province. Under this agreement, the ministry has purchased initial reproduction rights for each school board based upon approximately thirty-two pages per pupil. A letter from the ministry, dated April 18, 1994, to directors of education has informed each school board of the total number of pages that may be reproduced by schools within the board under the terms and conditions of the licence agreement. Each board will be responsible for ensuring that it does not exceed this

allocation. Until August 31, 1994, each school board will have the option of obtaining from CANCOPY its own extended agreement to purchase additional pages at the same price per page and under the same terms and conditions of the licence. The licence also indemnifies school boards and teachers against lawsuits for any infringements of the copyright law that may have occurred between May 1, 1993, and March 31, 1994, when no photocopying licence agreement existed.

The terms of the licence establish the guidelines for permitted copying and the categories of works to which the licence does not apply. The licence also contains terms concerning the production of copies in alternative formats (i.e., copies on audiotape, in braille, and in large print, and machine-readable copies) for persons who are blind, visually impaired, or otherwise unable to read print because of a disability.

Extracts from the licence agreement, which provide details of the copying guidelines and prohibitions, are given in appendix A of this memorandum. The list of publishers and works that are not covered by this licence is provided in appendix B. A copy of the complete text of the licence agreement has been mailed to each director of education for retention in the school board office.

Any concerns or complaints expressed by copyright owners to teachers or principals about the possible illegal copying of their works must be reported to the appropriate school board official without delay. The school board official must inform CANCOPY, so that the school board may be protected by the indemnity clause in the licence agreement. Neither school nor board officials should attempt to settle this type of dispute on an individual basis.

Permission to copy print materials beyond the terms of the licence agreement with CANCOPY must be sought either directly from the holder of the copyright or from CANCOPY. Permission to copy audiotape or videotape productions, films, or computer software must be sought directly from the holder of the copyright, since this licence agreement does not apply to the copying of these materials. CANCOPY may be contacted by writing to or telephoning:

The Canadian Reprography Collective
214 King Street West
Suite 312
Toronto, Ontario M5H 3S6

Telephone: (416) 971-5633 or toll-free 1-800-893-5777
Fax: (416) 971-9882

During the term of the licence, CANCOPY will conduct a sampling survey, with the cooperation of the educational stakeholders, to determine the nature and amount of the material copied under the terms of the licence. The information gathered in this survey will

be used to assist CANCOPY in distributing payments to the authors and publishers whose work was copied, to establish the volume of copying, and to determine the price per page for a new licence to be negotiated for the period following June 30, 1995. A similar survey undertaken during the term of the last provincial licence indicated that approximately 227 million pages, or 114 pages per pupil, were copied in the period from February 1992 to March 1993. This same survey indicated that approximately 75 per cent of the material copied was from books, mainly textbooks. Because copying from textbooks and other books increases the price per page for copying, this licence limits the amount of copying from books to 75 per cent of the pages in a chapter, as long as that amount is less than 10 per cent of the total number of pages in the book. To ensure that teachers may continue to copy published material for use in teaching, all educators should limit copying of material from textbooks and other books.

Educational Computer Software

Most educational computer software distributed to Ontario schools through the Ministry of Education and Training is owned by the software developer, who retains the copyright and licenses the use of the software for educational purposes only. A school receiving educational software distributed through the Ontario Educational Software Service (OESS) may make unlimited copies to be used only by that school.

Other software acquired by or on behalf of schools may have a more restricted licence requiring the user to refer to the specific conditions of the licence in order to avoid infringement of copyright. If Ontario is to support and encourage an indigenous software-development industry, board officials, coordinators, consultants, and teachers must honour the licences that they have been granted. The software industry can continue to make a significant contribution to learning only if unauthorized copying is actively discouraged.

Conclusion

The ministry condemns the illegal reproduction of copyright material, and strongly recommends that written permission be obtained prior to the reproduction of excerpts from works that are protected by copyright and that are not covered by the licence agreement with CANCOPY. The Copyright Act contains a list of activities that do not constitute infringements of copyright. School boards are advised to consult their legal counsel for clarification of the types of activities permitted under the Act. Any legal fees or damage awards incurred by school boards for violating copyright or for exceeding the guidelines of the licence agreement with CANCOPY will not be considered expenditures eligible for grant assistance.

The ministry also suggests that each school board review with its solicitors its procedures for the mechanical or electronic reproduction of learning materials beyond what is granted by the licence with CANCOPY, to ensure that the board complies with the provisions of the Copyright Act.

APPENDIX A

EXTRACTS FROM THE 1994 LICENCE AGREEMENT BETWEEN THE CANADIAN REPROGRAPHY COLLECTIVE AND THE MINISTER OF EDUCATION AND TRAINING

Note: These extracts are provided to assist educators in the administration of the licence. For the complete terms of the agreement, please consult the copy of the official agreement that is on file in the school board office.

PURPOSE

The purpose of this Licence is to permit reproduction of published works...and so to provide access to such published works, but not to substitute for material which a user would reasonably be expected to purchase.

DEFINITIONS

(Schedule A)

For the purpose of this licence, an educational institution means any or all of the following:

Board of Education
Public School Board
Secondary School Board
Roman Catholic Separate School Board
Protestant Separate School Board
The Metropolitan Toronto French-Language School Council
The Ottawa-Carleton French-Language School Board and the Public Sector of the Ottawa-Carleton French-Language School Board and the Roman Catholic Sector of the Ottawa-Carleton French-Language School Board
The Metropolitan Toronto School Board
Demonstration Schools and Provincial Schools authorized under section 13 of the Education Act, R.S.O. 1990, chapter E.2
Education programs provided by school boards in facilities or institutions for which grants are payable under section 27 of the General Legislative Grants Regulations, 1993, or any successor thereof
Boards created under section 68 of the Education Act, R.S.O. 1990, chapter E.2, and includes any other French-language school boards established under the Education Act or any Regulation made under it
All schools operated by boards listed above

(Clause 1)

Affiliate means any individual author or publisher, estate of an author or publisher, organization representing authors or publishers, or other person with interests in copyright works, who has licensed reprographic rights to the Collective.

Copies means copies made by reproduction, and copying means making copies by reproduction.

Library includes a resource or learning centre, or any similar collection of published works that are part of or belong to an educational institution.

Repertoire means those works or parts of such works which appear in books, newspapers, magazines, journals, other periodicals, and other publications published in Canada by affiliates or published in or outside Canada by other copyright owners where an agreement between the Collective and another copyright collective or licensing body authorizes the Collective to represent such other copyright owners.

Reproduction means the making of visually perceptible copies of published works by any means.

Unit means a copy of a page or part of a page of a published work.

PERMISSION
(Clause 2.01(a))

The Collective grants permission, during the term of this Licence, for the not-for-profit reproduction of published works in its Repertoire, subject to the terms and conditions of this Licence.

PURPOSE OF COPYING
(Clause 2.02)

The reproduction permitted shall be for any purpose within the mandate of an educational institution included in Schedule A and operating within the authority of the Education Act, including educational, recreational, professional, research, archival, and administrative activities associated with such educational institution, and including communication of information to parents and the community.

EXCLUSIONS LIST
(Clause 3)

[This is] a list indicating categories of works and works of affiliates which are excluded from the Repertoire, as well as the names of any other copyright owners where the Collective has been notified in writing that such copyright owners do not wish their works to be

copied under a licence from the Collective (all hereinafter collectively called "the exclusions list" [see appendix B of this memorandum]).

TERMS AND CONDITIONS (Clause 4): PERMITTED COPYING (Clause 4.01)

This Licence authorizes copying of any of the following published material:

(i) the lesser of 10% of the number of pages of a book containing a single work or 75% of the number of pages of a chapter of such book containing a single work;

(ii) an entire single short story, play, essay, article, poem, or item of print music, from a book or periodical issue (including a set of conference proceedings) containing other works;

(iii) an entire newspaper article or page;

(iv) an entire entry from an encyclopaedia, dictionary, annotated bibliography, or similar reference work;

(v) an entire reproduction of an artistic work (including drawings, paintings, prints, photographs, and works of sculpture, architecture, or artistic craftsmanship) from a book or periodical issue containing other works.

COPYING OF RARE OR FRAGILE PUBLICATIONS (Clause 4.02)

To prevent deterioration of rare or fragile publications in the holdings of a library, a copy of any such publication may be made.

COPYING OF DAMAGED OR MISSING PAGES (Clause 4.03)

Copies in excess of the copying permitted in Clause 4.01 may be made to replace any damaged or missing pages in a publication belonging to an educational institution. Reasonable efforts shall first be made to purchase a new replacement copy within a reasonable period of time and at a reasonable price.

REPLACING OF OUT-OF-PRINT WORKS (Clause 4.04)

A single copy of a missing or damaged out-of-print work may be made to replace such work in the holdings of a library. Reasonable efforts shall first be made to purchase a new replacement copy within a reasonable period of time and at a reasonable price, and the Collective must be notified in writing that such a copy has been made.

PROHIBITIONS (Clause 4.05)

This Licence does not apply to the following works:

(i) unpublished works;

(ii) published workbooks, published work cards, published assignment sheets, published tests and published examination papers, and any other published materials intended to be "consumable";

(iii) published materials containing commercially valuable proprietary information such as newsletters with restricted circulation;

(iv) originals of artistic works including photographs or prints;

(v) photographic negatives or other transparencies (positives), mounted or unmounted;

(vi) print music which is published for use by choirs, orchestras, bands, and similar ensembles, and by individual performers;

(vii) publications that contain a prominent notice expressly prohibiting copying under a licence from a collective or licensing body; and

(viii) published works which are on the exclusions list.

NUMBER OF COPIES (Clause 4.06)

This Licence authorizes the making of:

(i) that number of copies which is sufficient to permit each student to have one copy only for his or her personal study and each teacher to have two copies;

(ii) that number of copies required for administrative purposes, including communication of information to parents and to the community; and

(iii) a reasonable number of copies for reference in or loan by libraries.

GENERAL PROHIBITIONS (Clause 4.07)

(a) There shall be no systematic, cumulative copying from the same copyright work or material for one course of study or program beyond the limits set out in Clause 4.01.

(b) Copies shall not be permanently bound into anthologies.

(c) There shall be no input or output of published works into or from a database or computer file except to make copies as permitted for the purposes of this Licence and under its terms and conditions.

NOTICE ON COPIES (Clause 4.08)

In accordance with good bibliographic practice, copies of published works shall include, on at least one page, a credit to the author, artist, or illustrator, and to the source.

COPYING BEYOND THE LIMITS OF THIS LICENCE (Clause 4.09)

<u>This Licence does not permit unrestricted copying. Copying of published material outside the terms of this Licence requires the specific authorization of the Collective or copyright owner</u>. [underlining added]

PAYMENT OF ROYALTIES AND ALLOCATION OF NUMBER OF PAGES TO BOARDS (Clause 6.01)

(i) The payment by the Minister is payment in full of royalties on sixty-two and a half million (62,500,000) units at three cents ($0.03) per unit.

(ii) The Minister will allocate the copies specified in Clause 6.01(i) between Boards in proportion to their full-time student equivalent enrolment, and will advise each Board that the Board has responsibility for placing a prohibition on the making of copies in excess of the number allocated to it and paid for by the Minister or for obtaining its own extended licence or transactional licences from the Collective for all additional copies made.

EXTENDED OR TRANSACTIONAL LICENCES (Clause 6.04)

During the period ending August 31, 1994, the Collective will offer any Board an extended licence, which will authorize the continuation of copying of published works in the Repertoire during the balance of the term of the Licence on the same terms and conditions as previously. After August 31, 1994, the Collective will offer only transactional licences, which will authorize copying of named works for which permission must be requested from the

Collective in advance of such copying. For the duration of this Licence, the royalty per unit for copies made under an extended licence will be three cents ($0.03).

COMMENCEMENT AND DURATION (Clause 7.01)

This Licence shall commence on April 1, 1994, and shall remain in force until June 30, 1995.

INDEMNITY DURING PERIOD BETWEEN LICENCES (Clause 7.02)

Notwithstanding the specified term of this Licence, Clause 9 will also apply to any Claims arising from copying of published works during the period between May 1, 1993, and April 1, 1994, subject to the exclusions list and the terms and conditions of authorized copying which were in effect on April 30, 1993.

SAMPLING SURVEY (Clause 8): PURPOSE (Clause 8.01)

Sampling will take place in educational institutions for the purpose of estimating when the total number of units paid for by the Minister under Clause 6.01(i) has been exhausted and the number of copies made thereafter, identifying the categories of published material copied, and assisting the Collective in allocating royalties to its affiliates.

JOINT COMMITTEE (Clause 8.02)

The Collective will immediately establish a joint committee comprising representatives from the Collective, the school board associations, the supervisory officers and the teacher federations to design:

(i) a provincial sample, and

(ii) for any Boards opting out of the provincial sample, a recommended method of local record-keeping.

ADMINISTRATION (Clause 8.03)

The provincial sample will be administered by a third party who shall be acceptable to the joint committee.

ASSESSMENT (Clause 8.04)

In assessing the number of copies made by Boards covered by the provincial sample, the Collective will use figures confirmed by the third party referred to in Clause 8.03 as being at the lower end of the confidence limit. In the event of a dispute between the Collective and a Board, the Collective will accept the Board's

assessment of the number of copies made, provided the Board has complied with all of the recommendations made under Clause 8.02(ii).

LIMITS ON USE OF INFORMATION (Clause 8.05)

None of the information obtained in such sampling will be used directly or indirectly in or [in] relation to any action or claim for copyright infringement or for breach of any other right, either during or after the term of this Licence.

INDEMNITY (Clause 9.01)

The Collective will hold the Minister, all the educational institutions, and all persons who make copies of any published works harmless from and against all royalties, claims, losses, expenses, damages, accounting of profits, causes of action, costs, and liabilities of every kind (called a "Claim") arising from or out of such copying of any published works, provided that:

(i) the copying has been for the purpose set forth in Clause 2.02 and within the terms and conditions of authorized copying set forth in Clause 4;

(ii) such published works shall not include any published works which were on the exclusions list when they were copied, but shall otherwise include all published works whether or not they are within the Repertoire;

(iii) the Minister shall give notice of any Claim to the Collective as promptly as reasonably possible after the Minister becomes aware of the Claim.

(Clause 9.06)

Clause 9 does not apply to any Claim against any educational institutions or persons who make copies or alternate format copies of any published works in respect to copying where a Board has exhausted its allocation from the Minister unless that copying is covered by an extended or transactional licence.

INTERIM REPORT OF THE TRUSTEE COMMUNICATIONS COMMITTEE

Present: Trustees M. Cunningham (Chairman), Korz, Rodgerson, Stewart and Allen.

Also
Present: Trustees Hill, Johnston and Mulholland.

Official
Present: P. Gillie, Superintendent – Administrative Services

The Committee recommends:

GENERAL

1. That the Report from the Officials regarding trustee access to information be received for information and that the following be approved:

a) That trustees have access to the Professional Office System (PROFS), summative enrolment information and inservice training on PROFS and guidelines and software.

b) That as part of the Integrated Information Systems' (IIS) updates, any new systems/reports which may be accessed by trustees be brought to the attention of trustees.

c) That a process be set in motion for trustees to be provided with the option of off–site, on–line access to the Board systems at no cost to the Board.

Respectfully submitted,

Meeting Room,
1994 08 31

M. CUNNINGHAM
Chairman

REPORT OF THE BUDGET PRESENTATION AND PROCEDURES COMMITTEE

Present: Trustees Cunningham (Chairman), Desmarais, Hicks, Hill and Mason.

Also Present: Trustees Bishop, Johnston, Mulholland and Rogers.

Officials Present:
D. Goodridge (Director of Education and Secretary)
P. Shewfelt (Superintendent of Finance and Treasurer)
P. Gillie (Superintendent of Administrative Services)

The Committee recommends:

GENERAL

1. That the Report regarding Resource Management Strategy be received for information and the Strategy be approved for implementation. (attached)

Respectfully submitted

M. CUNNINGHAM
Chairman

Meeting Room
1994 08 30

PURPOSE

IS **NOT**	-	TO DEVELOP THE 1995 BUDGET
IS	-	TO DEVELOP A FRAMEWORK FOR THE MANAGEMENT OF OUR RESOURCES WHICH WILL PROVIDE THE STRATEGY FOR THE DEVELOPMENT OF THE ANNUAL BUDGET
IS	-	TO FINALIZE A STRATEGY BY MAY 30/94

PLAN

- DEVELOP A SEQUENCE OF ACTIVITIES AND TIMELINES
- HOW OFTEN SHOULD MEETINGS BE HELD AND FOR WHAT PURPOSE?
- WHAT IS MANAGEMENT'S ROLE?
- CHANGE MANAGEMENT - DOES EVERYONE UNDERSTAND THE CONCEPT?
- DOES EVERYONE HAVE THE WILL TO CHANGE?

PRIORITIES

- ARE WE REALLY DEFINING PRIORITIES AND BUILDING THEM INTO THE PLAN?
- SYSTEM INPUT
- TRUSTEE INPUT
- TIMELINES FOR DECISIONS
- IDENTIFY EARLY FOR IMPLEMENTATION NEXT SCHOOL YEAR
- MUST BE SET ONE YEAR IN ADVANCE

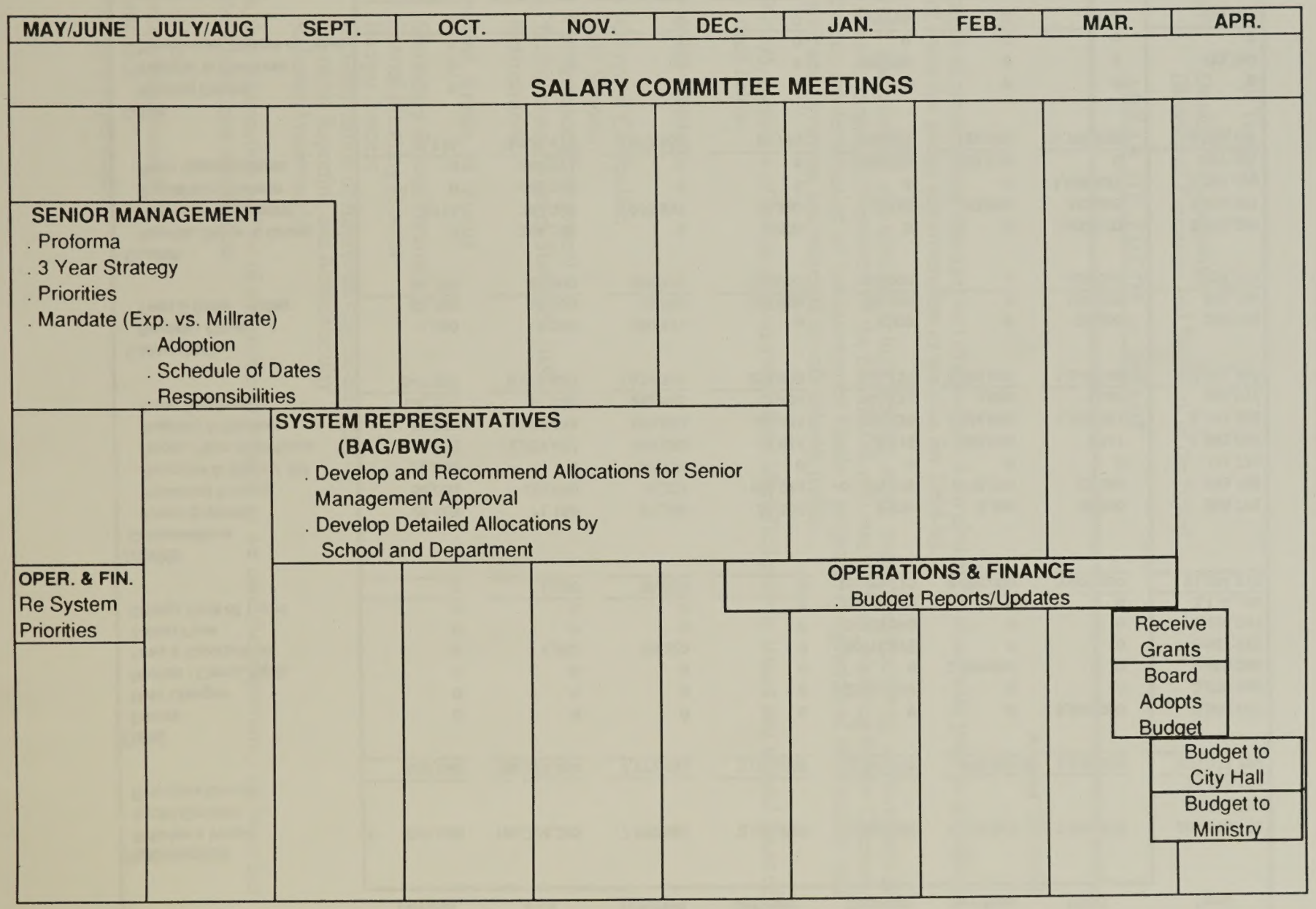
Mandate: That the Chairman of the Board and the Director of Education form a Committee of Trustees and Senior Officials to formulate a different method of budget presentation and procedures and to report their findings to this Committee in June.

Meeting Highlights:

- Budget to be developed by each Superintendent for each line including Salaries and Wages.
- Representation from employee groups.
- Principals prepare school budgets.
- Public Meetings
    - examination of programs should be done outside of budget
    - some processes are counter-productive
    - avoid wish lists
    - Senior Management should determine system priorities
    - Proforma has a negative message and should be a management document
    - support for workshops; less formal

** - As amended at the Budget Presentation and Procedures Committee meeting on 1994 08 30.

RESOURCE MANAGEMENT STRATEGY



Summary of 1994 Budget

	Office of the Director	S.O.S. Areas 1 - 5	Program	Human Resources Services	Financial Services	Admin. Services	Plant	Total
Remuneration								
Salaries & Wages	$ 829,598	189,774,385	7,972,091	2,060,692	2,482,022	1,973,525	1,418,415	206,510,728
Social Contract								(5,541,600)
Employee Benefits								24,402,124
	829,598	189,774,385	7,972,091	2,060,692	2,482,022	1,973,525	1,418,415	225,371,252
Fixed								
Energy	0	0	0	0	0	0	5,900,000	5,900,000
Debt Charges	0	0	0	0	2,250,100	0	0	2,250,100
Rentals - Comp. Equip.	0	0	0	0	0	2,460,000	0	2,460,000
Fees & Contractuals	0	1,280	86,220	0	5,419,872	0	0	5,507,372
Tuition Fees	0	0	0	0	5,109,563	0	0	5,109,563
Charge Back of Taxes	0	0	0	0	3,110,180	0	0	3,110,180
	0	1,280	86,220	0	15,889,715	2,460,000	5,900,000	24,337,215
Variable								
Consumables								
Travel Expense	25,469	71,188	67,266	51,502	8,420	6,180	39,750	269,775
Personnel Training	54,039	122,920	75,227	105,942	16,429	18,000	13,198	405,755
Bursaries & Student Aid	22,600	0	95,175	0	0	0	0	117,775
Books, Films & Software	2,903	1,233,427	245,090	14,614	6,316	89,000	1,747	1,593,097
Supplies & Services	96,860	4,996,448	899,063	80,451	260,435	1,244,660	1,763,451	9,341,368
Other Expense	146,051	51,940	242,695	7,400	144,131	4,800	1,000	598,017
	347,922	6,475,923	1,624,516	259,909	435,731	1,362,640	1,819,146	12,325,787
Contractuals								
Rentals - Other	4,000	8,000	280,515	0	1,000	0	30,000	323,515
Fees & Contr. - Other	62,760	16,000	25,500	193,000	56,500	0	150,000	503,760
	66,760	24,000	306,015	193,000	57,500	0	180,000	827,275
Capital								
Repairs, Bldgs. & Grnds.	0	204,500	0	2,500	0	0	2,407,000	2,614,000
New/Repl. Equipment	2,216	267,399	1,079,857	13,200	9,123	60,000	242,506	1,674,301
Capital from Current	0	446,000	0	0	0	0	1,058,529	1,504,529
Perm. Improvements	0	204,571	0	0	289,750	63,000	0	557,321
	2,216	1,122,470	1,079,857	15,700	298,873	123,000	3,708,035	6,350,151
Other								
Working Capital	0	0	0	0	0	0	0	0
Transfer to Reserves	0	0	0	0	155,700	0	0	155,700
Provision for Refund of Taxes	0	0	0	0	0	0	0	0
	0	0	0	0	155,700	0	0	155,700
Subtotal - Variable	416,898	7,622,393	3,010,388	468,609	947,804	1,485,640	5,707,181	19,658,913
Total Expenditures	$ 1,246,496	197,398,058	11,068,699	2,529,301	19,319,541	5,919,165	13,025,596	269,367,380

MEMORANDUM

TO: All Trustees

FROM: Donald W. Goodridge
Director of Education and Secretary of the Board

RE: AREAS OF FOCUS -- 1994-95

August 30, 1994

As a result of recent senior management discussions, I am pleased to share with you the identified areas of focus for senior administration as we plan for 1994-95.

Last year, our attention was directed to high priority areas, such as restructuring; achievement of social contract targets; achievement of the Board's 0% mill rate increase; planning for the Common Curriculum; implementation of the destreamed Grade 9 program; integration of information and communication systems; and response to safe schools issues.

For 1994-95, members of senior administration have identified priority issues and special areas of focus, listed below:

Priority Issues

- ❑ Common Curriculum
- ❑ Safe Schools
- ❑ Performance Management
- ❑ Technological System Standards (IIS)
- ❑ Restructuring

Special Areas of Focus

- Secondary School Futures
- School Planning Process
- Budget Process
- Implementation of Approved Capital Building
- Financial Reporting and Accountability
- Revenue Maximization

I hope this information will be of assistance to trustees as we take the opportunity to focus our energies for the new school year.

cc: B. Allen
Senior Administration
Principals
Managers/Supervisors

Hamilton Board of Education
Education Centre
1994 09 06

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

E L E M E N T A R Y / S E C O N D A R Y

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

(i) Ryerson, Grade 6, Stratford Festival, Stratford, 1994 10 28 (Friday)

(ii) Ryerson, Grades 7-8, Niagara-on-the-Lake, 1994 09 29 (Thursday)

(iii) Delta, Grades 11-OAC, Midland High School, Midland, 1994 09 16-18 (Friday to Sunday)

(iv) Westdale, Grades 9-OAC, Cross Country Meet, London, 1994 09 15 (Thursday)

(v) Westdale, Grades 9-OAC, Cross Country Meet, Port Hope, 1994 09 21 (Wednesday)

Respectfully submitted,

D. W. Goodridge,
Director of Education
and Secretary

CA4 ON HBL W26
A34

AGENDA
OPERATIONS AND FINANCE COMMITTEE
1994 10 11

Confirmation of the minutes of the regular meeting of 1994 09 06 and special meetings of 1994 03 28, 1994 03 30, 1994 05 19 and 1994 06 16.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Verbal Update re Identification Pilot Project – Roxborough Park School

2. Report from the Officials regarding Site–Based Management **– Pages 1 to 29**

3. Report regarding: [to be deferred to 12.94]
   a) the principle of shared occupancy of student transportation vehicles
   b) progress on implementation of computerized scheduling and bus routing system

4. Verbal Update regarding schools to be sampled – CANCOPY

NEW BUSINESS:

1. Presentation – Black Youth Achievement Centre **Please refer to separate attached package**

2. Presentation – Hamilton Council of Home and School Associations regarding Ontario Parent Councils **Please refer to separate attached package**

3. Report on Freedom of Information Activities 1993/94 (F.O.I.) **– Pages 30 to 32**

4. Public Relations Policy **– Pages 33 to 37**

5. Resolution from Kent County Roman Catholic Separate School Board re Ontario Parent Council – referred at 1994 09 20 Board **– Pages 38 and 39**

6. Report on 1994 Property Assessment Appeals **– Pages 40 and 41**

7. Report re Carry Forward of Surplus/Deficit for Schools

8. Proforma Budget – Three Year Projection of Expenditures/Revenues **– Pages 42 to 51**

9. Request for Update on Automated Libraries – Trustee Orban

10. Request for Report on Schools Setting Up Reserves – Trustee Stewart

11. Request for Report on the Future of Dundurn Warehouse – Trustee Mulholland

12. Correspondence from the Ontario Public School Boards' Association re Workers' Compensation– requested by Trustee Allen **– Pages 52 to 57**

13. Report of the Special Education Advisory Committee **– Page 58**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education **– Pages 59 to 61**

1994 10 11

TO:	Chairman and Members Operations & Finance Committee Hamilton Board of Education
FROM:	Don Goodridge Director of Education and Secretary
RE:	Site-Based Management
REPORT CLASSIFICATION:	Information

BACKGROUND:

A report on Site-Based Management School Improvement was presented to the Board on 1991 04 04. This report included an implementation strategy for the reorganization goals of 1987. The intent of the following report is not to discuss the details of the 1991 04 04 report, but to clarify for trustees the current perception of Senior Management regarding centralization and decentralization.

Generally, the research focuses on three areas of decision-making: budget, curriculum and staffing. The evidence, although extensive, is inconclusive on the merits of site-based management in any of these areas. The evidence suggests that the level of implementation of site-based management determines the degree to which various roles in education have to change. Accordingly, the implementation of site-based management requires a redefinition of existing responsibilities -- legislative requirements, board policy, lines of reporting and accountability. In the Hamilton Board, this might include, but not be restricted to, trustees, senior officials, principals, staff, parents, community members and unions and federations.

It is recognized that one system of decision-making, be it centralized or decentralized, is not appropriate in our changing times. Inherent in this fact is the need to find an appropriate balance along the continuum of centralization and decentralization. Therefore, it is crucial that this balance be grounded on the following:

- that the fundamental principle underlying any decision-making model must be based on its proven ability to improve student learning

- that consideration of any decision-making model must be established within the context of the requirements of the law

Education systems do not change their culture simply because a Director deems it appropriate or a motion is passed. In reality, change of any type is a process, not an event.

Before any perceptions are shared, the following context is necessary. The *jurisdiction of the Board* rests in its ability to determine goals, priorities and policies within the *Education Act (Appendix A)*.

The *responsibility of the Director* is to implement the policies and directions of the Board within the context of provincial mandates under the jurisdiction of the *Education Act and the Regulations (Appendix B).*

Under the legislation, *Supervisory Officers are responsible to the Director - (Appendix B, Section 286(3).*

The *Education Act, Section 265 and Regulation 298, Section II*, clearly delineates the *"Duties of Principals" (Appendix C).*

Therefore, whatever approach to decision-making is utilized, it must be done within the context of the requirements of law.

ISSUE:

To share with Trustees, from a Senior Management perspective, the perception of site-based management.

RECOMMENDATION:

That the report *"Site-Based Management"* be received for information.

RATIONALE:

Conceptually, organizations have three choices in terms of decision-making:

i. highly centralized

ii. highly decentralized

iii. a balance between the two

Senior Management endorses a balance between the two extremes. It is *our belief that students are the reason for our existence* and in that context, schools must meet their community needs and aspirations in a fiscally responsible manner. *(Appendix D - Vision/Mission Statements)*

This balance is reflected in the following statements:

- **the Board, not individual schools, is responsible for setting overall direction for the system**
- **Principals are responsible to implement Ministry of Education and Board policies and directives**
- **schools should determine their priorities within allocated resources and approved plans**

- **decision-making, at all levels, must seek input from appropriate stakeholders**

- **centralized functions will continue to exist and provide support in areas such as program, finance, human resources, plant and administrative services**

- **all matters related to salary, benefits, working conditions, personnel practice and tenure are subject to negotiations between the Board and appropriate employee groups**

- **the budget process is a Board responsibility; while input is encouraged from the various stakeholders, the Board is ultimately accountable**

To provide more depth to this report, two additional appendices are included.

Some months ago, the Director requested that the Principals share their thoughts about their role. "*The Changing Nature of the Principalship" (Appendix E)* is the response from the Elementary Principals.

The document clearly indicates that their priority is "to educate children and adults to become literate, caring, contributing, creative, responsible members of society".

The document clearly identifies the role of the Principal and places great emphasis on the concepts of interdependence and collaboration. From a Senior Management perspective, the partnership with Principals is not a label: site-based management. It is the ability to develop a working relationship based on trust, integrity, honesty and respect.

***"Administrative Structures - Lower City" and "Administrative Structures - Mountain" (Appendix F),* is an example of interdependence. This is not site-based management. This structure has six committees. The purpose of each committee is to provide input into the decision-making process. For example, the "Policies" Committee does not determine a policy. That is a responsibility of the Board. The principals who form the committees undertake school-related issues interdependently, and are available for input into the development, implementation and review of a policy.**

To conclude: Senior Management does not support either a highly centralized or highly decentralized system. We support the development of a system that is built on trust and integrity. Understanding the corporate needs of the Board within the context of the legislation, The Education Act and Regulations, there is the desire to balance centralized control with local growth, development and decision-making.

Report prepared and submitted by: **Don W. Goodridge, Director of Education**

Report approved by: **Senior Management**

-as

tant separate schools and Protestant separate school boards. R.S.O. 1990, c. E.2, s. 169.

séparées protestantes. L.R.O. 1990, chap. E.2, art. 169.

PART VI
BOARDS

Duties and Powers

PARTIE VI
CONSEILS

Pouvoirs et fonctions

Duties of boards:

170. Every board shall,

Fonctions du conseil :

170 Le conseil doit exercer les fonctions suivantes :

appoint secretary-treasurer

1. appoint a secretary and a treasurer or a secretary-treasurer who, in the case of a board of not more than five elected members, may be a member of the board;

1. nommer un secrétaire et un trésorier ou un secrétaire-trésorier qui, dans le cas d'un conseil ne comprenant pas plus de cinq membres élus, peut être membre du conseil;

nomination d'un secrétaire-trésorier

security of treasurer

2. take proper security from the treasurer or secretary-treasurer;

2. obtenir une sûreté adéquate du trésorier ou du secrétaire-trésorier;

obtention d'une sûreté du trésorier

order payment of bills

3. give the necessary orders on the treasurer for payment of all money expended for school purposes and of such other expenses for promoting the interests of the schools under the jurisdiction of the board as may be authorized by this Act or the regulations and by the board;

3. donner au trésorier les instructions nécessaires pour qu'il paie les dépenses faites à des fins scolaires et les autres dépenses faites en vue de servir les intérêts des écoles placées sous la compétence du conseil comme la présente loi ou les règlements et le conseil peuvent l'autoriser;

ordre du paiement des factures

meetings

4. fix the times and places for the meetings of the board and the mode of calling and conducting them, and ensure that a full and correct account of the proceedings thereat is kept;

4. fixer le moment et le lieu de ses réunions, la façon de les convoquer et de les tenir, et s'assurer qu'un compte rendu complet et exact des délibérations est conservé;

réunions

head office

5. establish and maintain a head office and notify the Ministry of its location and address and notify the Ministry of any change in the location or address of the head office within ten days of such change;

5. établir un siège et le maintenir, aviser le ministère de son emplacement et de son adresse et de tout changement d'emplacement ou d'adresse dans les dix jours du changement;

siège

provide instruction and accommodation

6. provide instruction and adequate accommodation during each school year for the pupils who have a right to attend a school under the jurisdiction of the board;

6. fournir aux élèves en droit de fréquenter une école placée sous sa compétence l'enseignement et des installations adéquates au cours de chaque année scolaire;

enseignement et locaux

special education programs and services

7. provide or enter into an agreement with another board to provide in accordance with the regulations special education programs and special education services for its exceptional pupils in the English language or, where the pupil is enrolled in a school or class established under Part XII, the French language, as the case may be;

7. prévoir ou conclure une entente avec un autre conseil pour offrir, conformément aux règlements, des programmes d'enseignement à l'enfance en difficulté et des services à l'enfance en difficulté à ses élèves en difficulté, en anglais ou, si l'élève est inscrit dans une classe ou une école ouverte aux termes de la partie XII, en français, selon le cas;

programmes d'enseignement et services destinés à l'enfance en difficulté

repair property

8. keep the school buildings and premises in proper repair and in a proper sanitary condition, provide suitable furniture and equipment and keep it in proper repair, and protect the property of the board;

8. garder les bâtiments et les locaux scolaires en bon état et propres, fournir le mobilier et l'équipement appropriés, les garder en bon état, et protéger ses biens;

entretien des biens

insurance

9. make provision for insuring adequately the buildings and equipment of the board and for insuring the board and its employees and volunteers who are

9. prendre des dispositions pour que ses bâtiments et son équipement soient suffisamment assurés et pour que le conseil, ses employés et les travailleurs

assurance

assigned duties by the principal against claims in respect of accidents incurred by pupils while under the jurisdiction or supervision of the board;

conduct schools

10. ensure that every school under its charge is conducted in accordance with this Act and the regulations;

school open

11. keep open its schools during the whole period of the school year determined under the regulations, except where it is otherwise provided under this Act;

appoint principal and teachers

12. appoint for each school that it operates a principal and an adequate number of teachers, all of whom shall be qualified according to this Act and the regulations;

provide textbooks

13. provide, without charge, for the use of the pupils attending the school or schools operated by the board, the textbooks that are required by the regulations to be purchased by the board;

vehicle insurance

14. where it furnishes transportation for pupils in a vehicle that is owned by the board, provide and carry with an insurer licensed under the *Insurance Act* for each such vehicle at least the amount of insurance that is required to be provided in respect of such a vehicle by the licensee of a school vehicle under the *Public Vehicles Act*;

report children not enrolled

15. ascertain and report to the Ministry at least once in each year in the manner required by the Minister the names and ages of all children of compulsory school age within its jurisdiction who are not enrolled in any school or private school and the reasons therefor;

reports

16. transmit to the Minister all reports and returns required by this Act and the regulations;

statement of sick leave credits

17. issue to an employee, upon the termination of his or her employment with the board, a statement of the sick leave credits standing to the employee's credit with the board at the time of such termination;

requirements

18. do anything that a board is required by the Minister to do under subsection 8 (1). R.S.O. 1990, c. E.2, s. 170.

Powers of boards:

171.—(1) A board may.

bénévoles auxquels le directeur d'école confie des tâches soient assurés contre les réclamations à l'égard d'accidents auxquels sont exposés les élèves au moment où ils relèvent du conseil ou sont sous sa surveillance;

direction des écoles

10. s'assurer que chaque école dont il a la charge est dirigée conformément à la présente loi et aux règlements;

ouverture des écoles

11. garder ses écoles ouvertes pendant la période que dure l'année scolaire et qui est fixée aux termes des règlements, sauf disposition contraire de la présente loi;

nomination du directeur et des enseignants

12. nommer pour chaque école qu'il fait fonctionner un directeur d'école et un nombre suffisant d'enseignants qui doivent tous posséder les qualités requises conformément à la présente loi et aux règlements;

fourniture des manuels scolaires

13. fournir gratuitement, à l'usage des élèves fréquentant une ou des écoles qu'il fait fonctionner, les manuels scolaires qu'il doit acheter en vertu des règlements;

assurance des véhicules

14. s'il assure le transport des élèves dans un véhicule dont il est propriétaire, souscrire auprès d'un assureur titulaire d'un permis aux termes de la *Loi sur les assurances*, pour chacun de ces véhicules, une assurance dont le montant est au moins égal à celui que doit souscrire pour un tel véhicule le titulaire d'un permis de véhicule scolaire aux termes de la *Loi sur les véhicules de transport en commun*;

mention des enfants non inscrits

15. au moins une fois par an, vérifier le nom et l'âge des enfants relevant de sa compétence qui ont atteint l'âge de la fréquentation scolaire obligatoire et qui ne sont pas inscrits à une école ou à une école privée ainsi que les motifs de ce fait, et en faire rapport au ministère de la façon que le ministre exige;

rapports

16. faire parvenir au ministre les rapports et les états que la présente loi et les règlements exigent;

état des crédits de congés de maladie

17. délivrer aux employés, à la cessation de leur emploi auprès du conseil, un état des crédits de congés de maladie dont ils bénéficient auprès du conseil au moment de la cessation;

exigences

18. faire ce que le ministre exige de lui en vertu du paragraphe 8 (1). L.R.O. 1990, chap. E.2, art. 170.

Pouvoirs du conseil

171 (1) Le conseil peut exercer les pouvoirs suivants :

committees
1. establish committees composed of members of the board to make recommendations to the board in respect of education, finance, personnel and property;

idem
2. establish committees that may include persons who are not members of the board in respect of matters other than those referred to in paragraph 1;

appoint employees
3. subject to Part XI, appoint and remove such officers and servants and, subject to Part X, appoint and remove such teachers, as it considers expedient, determine the terms on which such officers, servants and teachers are to be employed, prescribe their duties and fix their salaries, except that in the case of a secretary of a board who is a member of the board, the board may pay only such compensation for his or her services as is approved by the electors at a meeting of the electors;

voluntary assistants
4. permit a principal to assign to a person who volunteers to serve without remuneration such duties in respect of the school as are approved by the board and to terminate such assignment;

supervisors
5. appoint supervisors of the teaching staff for positions that are provided for in any Act or regulation administered by the Minister and every appointee shall hold the qualifications and perform the duties required in the Act or regulations;

psychiatrist or psychologist
6. appoint one or more,

i. psychiatrists who are on the register of specialists in psychiatry of The Royal College of Physicians and Surgeons of Canada or of the College of Physicians and Surgeons of Ontario,

ii. psychologists who are legally qualified medical practitioners or hold a certificate of registration under the *Psychologists Registration Act*;

schools and attendance areas
7. determine the number and kind of schools to be established and maintained and the attendance area for each school, and close schools in accordance with policies established by the board from guidelines issued by the Minister;

courses of study
8. provide instruction in courses of study that are prescribed or approved by the Minister, developed from curriculum guidelines issued by the Minister or approved by the board where the Min-

comités
1. créer des comités composés de membres du conseil et chargés d'adresser à celui-ci des recommandations relatives à l'éducation, aux finances, au personnel et aux biens;

idem
2. créer des comités pouvant comprendre des personnes qui ne sont pas membres du conseil pour traiter de questions non mentionnées à la disposition 1;

nomination des employés
3. sous réserve de la partie XI, nommer et révoquer les agents et les employés et, sous réserve de la partie X, nommer et révoquer les enseignants, s'il le juge opportun, déterminer les conditions d'emploi de toutes ces personnes, définir leurs fonctions et fixer leur salaire, excepté que, dans le cas où le secrétaire du conseil est aussi membre du conseil, celui-ci ne peut verser au secrétaire, à titre de rémunération pour ses services, que le montant approuvé par les électeurs lors d'une assemblée des électeurs;

assistants bénévoles
4. permettre au directeur d'école de confier à une personne qui offre bénévolement ses services les fonctions à l'égard de l'école qui sont approuvées par le conseil, et y mettre fin;

superviseurs
5. nommer des superviseurs du personnel enseignant aux postes prévus par une loi ou un règlement dont l'application relève du ministre, et chaque titulaire doit posséder les qualités requises et exercer les fonctions exigées par la loi ou les règlements;

psychiatre ou psychologue
6. nommer un ou plusieurs :

i. psychiatres qui figurent au registre des spécialistes en psychiatrie du Collège royal des médecins et chirurgiens du Canada ou de l'Ordre des médecins et chirurgiens de l'Ontario,

ii. psychologues qui sont des médecins dûment qualifiés ou qui détiennent un certificat d'inscription aux termes de la *Loi sur l'inscription des psychologues*;

écoles et secteurs de fréquentation
7. déterminer le nombre et le type d'écoles à ouvrir et à entretenir ainsi que le secteur de fréquentation pour chaque école, et fermer des écoles conformément à la politique établie par le conseil et inspirée des lignes directrices que donne le ministre;

programmes d'études
8. assurer l'enseignement de programmes d'études prescrits ou approuvés par le ministre, inspirés des programmes-cadres publiés par le ministre ou approuvés par le conseil si le ministre

ister permits the board to approve courses of study;

computer programming

9. in lieu of purchasing a computer or system of computer programming, enter into an agreement for the use thereof by the board;

playgrounds, parks, rinks

10. operate the school ground as a park or playground and rink during the school year or in vacation or both, and provide and maintain such equipment as it considers advisable, and provide such supervision as it considers proper, provided the proper conduct of the school is not interfered with;

gymnasiums

11. organize and carry on gymnasium classes in school buildings for pupils or others during the school year or in vacation or both, and provide supervision and training for such classes, provided the proper conduct of the school is not interfered with;

milk

12. purchase milk to be consumed by the pupils in the schools under the jurisdiction of the board during school days in accordance with the terms and conditions prescribed by the regulations;

provision of supplies, etc.

13. provide school supplies, other than the textbooks that it is required to provide under paragraph 13 of section 170, for the use of pupils;

libraries

14. establish and maintain school libraries and resource centres;

kindergartens, junior kindergartens

15. establish kindergartens and junior kindergartens;

signatures mechanically reproduced

16. provide that the signature of the treasurer and of any other person authorized to sign cheques issued by the treasurer may be written or engraved, lithographed, printed or otherwise mechanically reproduced on cheques;

membership fees and travelling expenses

17. pay the travelling expenses and membership fees of any member of the board, or of any teacher or officer of the board, incurred in attending meetings of an educational association and may make grants and pay membership fees to any such organization;

legal costs

18. pay the costs, or any part thereof, incurred by any member of the board or by any teacher, officer or other employee of the board in successfully defending any legal proceeding brought against him or her,

i. for libel or slander in respect of any statements relating to the

permet au conseil d'approuver des programmes d'études;

programmation

9. au lieu d'acheter un ordinateur ou un système de programmation, conclure une entente pour que le conseil en ait l'utilisation;

terrain de jeux, parc, patinoire

10. utiliser le terrain de l'école comme parc ou terrain de jeux et patinoire pendant l'année scolaire, les vacances ou les deux, fournir et entretenir l'équipement qu'il juge opportun, et assurer la surveillance qu'il juge appropriée, pourvu que la bonne marche de l'école soit sauvegardée;

gymnastique

11. organiser et donner des cours de gymnastique dans les bâtiments de l'école aux élèves ou à d'autres personnes pendant l'année scolaire, les vacances ou les deux, et assurer la surveillance et l'entraînement pendant ces cours, pourvu que la bonne marche de l'école soit sauvegardée;

lait

12. acheter le lait destiné aux élèves des écoles qui relèvent de sa compétence pendant les jours de classe conformément aux conditions fixées par les règlements;

approvisionnement en fournitures, etc.

13. assurer l'approvisionnement en fournitures scolaires à l'usage des élèves, autres que les manuels qui doivent être fournis aux termes de la disposition 13 de l'article 170;

bibliothèques

14. ouvrir et entretenir des bibliothèques scolaires et des centres de documentation;

jardins d'enfants et maternelles

15. ouvrir des jardins d'enfants et des maternelles;

reproduction mécanique des signatures

16. prévoir que la signature du trésorier et de toute autre personne autorisée à signer les chèques émis par le trésorier puisse être écrite ou gravée, lithographiée, imprimée ou reproduite mécaniquement d'une autre façon sur les chèques;

cotisations et frais de déplacement

17. verser les cotisations et les frais de déplacement d'un membre du conseil, d'un enseignant ou d'un agent du conseil qui assiste aux réunions d'une association éducative, accorder des subventions et verser des cotisations à un tel organisme;

frais de justice

18. payer la totalité ou une partie des dépenses engagées par un membre du conseil, un enseignant, un agent ou un employé du conseil pour assurer avec succès sa défense lorsque des poursuites sont intentées contre lui :

i. soit pour diffamation verbale ou écrite à l'égard d'une déclaration

employment, suspension or dismissal of any person by the board published at a meeting of the board or of a committee thereof, or

ii. for assault in respect of disciplinary action taken in the course of duty;

invest funds

19. invest funds received from an insurance claim, gift, legacy or sale of property in such securities as a trustee may invest in under the *Trustee Act*;

idem

20. invest money other than money held in a reserve fund and that is not required immediately by the board in,

i. bonds, debentures or other evidences of indebtedness of, or guaranteed by, the Government of Canada or the Province of Ontario, or any other province of Canada,

ii. debentures, notes or guaranteed investment certificates of or term deposits with any trust corporation or loan corporation that is registered under the *Loan and Trust Corporations Act*,

iii. term deposits, deposit receipts, deposit notes, certificates of deposit, acceptances and other similar instruments issued, accepted, guaranteed or endorsed by any bank listed in Schedule I or II to the *Bank Act* (Canada),

iv. promissory notes of a municipality as defined in the *Municipal Affairs Act*, and promissory notes of a metropolitan municipality, a regional municipality, the District Municipality of Muskoka and the County of Oxford, and

v. term deposits accepted by a credit union as defined in the *Credit Unions and Caisses Populaires Act*,

provided that the investments become due and payable by the day on which the money is required by the board, and all interest thereon shall be credited to the fund from which the money is invested;

idem

21. invest money held in a reserve fund in,

relative à l'emploi, à la suspension ou au congédiement d'une personne par le conseil, rendue publique à une réunion du conseil ou d'un de ses comités,

ii. soit pour voies de fait à l'égard de mesures disciplinaires prises dans le cadre de l'exercice de ses fonctions;

placements de fonds

19. placer les fonds provenant d'un règlement de sinistre assuré, d'un don, d'un legs ou de la vente de biens dans des valeurs mobilières qui peuvent faire l'objet de placement de la part d'un fiduciaire aux termes de la *Loi sur les fiduciaires*;

idem

20. placer les sommes d'argent, autres que les sommes détenues dans un fonds de réserve, dont le conseil n'a pas un besoin immédiat dans :

i. des obligations, débentures ou autres titres de créance émis ou garantis par le gouvernement du Canada, la province de l'Ontario ou une autre province du Canada,

ii. des débentures, billets, certificats de placement garanti ou dépôts à terme auprès d'une société de prêt ou de fiducie inscrite aux termes de la *Loi sur les sociétés de prêt et de fiducie*,

iii. des dépôts à terme, récépissés de dépôts, billets de dépôts, certificats de dépôts, acceptations ou autres documents semblables émis, acceptés, garantis ou endossés par une banque mentionnée à l'annexe I ou II de la *Loi sur les banques* (Canada),

iv. des billets à ordre d'une municipalité au sens de la *Loi sur les affaires municipales* et des billets à ordre d'une municipalité de communauté urbaine, d'une municipalité régionale, de la municipalité de district de Muskoka et du comté d'Oxford,

v. des dépôts à terme acceptés par une caisse au sens de la *Loi sur les caisses populaires et les credit unions*,

pourvu que les placements soient exigibles le jour où le conseil exige les sommes d'argent, et les intérêts qu'ils rapportent sont versés au fonds d'où sont prélevées les sommes investies;

idem

21. placer les sommes détenues dans un fonds de réserve dans :

i. guaranteed contracts issued by an insurer licensed under the *Insurance Act*, and

ii. such securities as a trustee may invest in under the *Trustee Act* provided that all interest and gain thereon is credited to the fund from which the money is invested;

borrowing from funds

22. despite any other Act, borrow, for any purpose for which the board has authority to spend money, any money in any fund established by the board that is not immediately required by the board for the purposes of such fund, but such borrowing shall not extend beyond the term of office of the members of the board and, where secondary school money is borrowed for public school purposes or public school money is borrowed for secondary school purposes, the board shall pay interest to the fund from which such money is borrowed at a rate not less than that being earned by the fund at the date of borrowing;

student fees

23. subject to the provisions of this Act and the regulations, fix the fees to be paid by or on behalf of pupils, and the times of payment thereof, and when necessary enforce payment thereof by action in the Small Claims Court, and exclude any pupil by or on behalf of whom fees that are legally required to be paid are not paid after reasonable notice;

permit use of school and school buses

24. permit the school buildings and premises and school buses owned by the board to be used for any educational or other lawful purpose;

surgical treatment

25. provide for surgical treatment of children attending the school who suffer from minor physical defects, where in the opinion of the teacher and, where a school nurse and medical officer are employed, of the nurse and medical officer, the defect interferes with the proper education of the child, and include in the estimates for the current year the funds necessary for cases where the parents are not able to pay, provided that no such treatment shall be undertaken without the consent of the parents or guardian of the child;

i. des contrats garantis émis par un assureur titulaire d'un permis en vertu de la *Loi sur les assurances*,

ii. les valeurs mobilières dans lesquelles un fiduciaire peut investir aux termes de la *Loi sur les fiduciaires*, à condition que les intérêts et bénéfices ainsi réalisés soient versés au fonds d'où sont prélevées les sommes investies;

emprunt sur fonds

22. malgré une autre loi, emprunter, aux fins pour lesquelles le conseil est autorisé à dépenser de l'argent, les sommes contenues dans un fonds créé par le conseil et dont celui-ci n'a pas un besoin immédiat aux fins pour lesquelles ce fonds existe, mais un tel emprunt ne doit pas se prolonger au-delà du mandat des membres du conseil. Si les fonds des écoles secondaires font l'objet d'un emprunt aux fins des écoles publiques ou que les fonds des écoles publiques font l'objet d'un emprunt aux fins des écoles secondaires, le conseil paie des intérêts au fonds d'où sont empruntées ces sommes à un taux au moins égal à celui que rapportait le fonds au moment de l'emprunt;

droits de scolarité

23. sous réserve des dispositions de la présente loi et des règlements, fixer les droits à acquitter par les élèves ou en leur nom ainsi que l'échéance de ce paiement et, s'il y a lieu, avoir recours à la Cour des petites créances pour exiger ce paiement et exclure l'élève qui, après un délai raisonnable, n'a pas acquitté les droits qu'il est légalement tenu de payer ou au nom de qui ces droits n'ont pas été payés;

utilisation de l'école et des autobus scolaires

24. permettre l'utilisation, à des fins éducatives ou à d'autres fins licites, des bâtiments, locaux et autobus scolaires qui appartiennent au conseil;

traitement chirurgical

25. assurer un traitement chirurgical aux enfants qui fréquentent l'école et sont atteints d'infirmité physique mineure si, de l'avis de l'enseignant et, si une infirmière scolaire et un médecin-hygiéniste sont employés, de l'avis de l'infirmière et du médecin-hygiéniste, l'infirmité fait obstacle à l'éducation adéquate de l'enfant, et inclure dans les prévisions de l'exercice en cours les fonds nécessaires au traitement lorsque ni le père ni la mère ne sont en mesure de payer, pourvu qu'aucun traitement ne soit entrepris sans le consentement du père, de la mère ou du tuteur de l'enfant;

cadet corps

26. establish and maintain cadet corps;

athletics

27. provide for the promotion and encouragement of athletics and for the holding of school games;

activities

28. provide, during the school year or at other times, activities and programs on or off school premises, including field trips, and exercise jurisdiction over those persons participating therein;

guidance

29. appoint one or more teachers qualified in guidance according to the regulations to collect and distribute information regarding available occupations and employments, and to offer such counsel to the pupils as will enable them to plan intelligently for their educational and vocational advancement;

public lectures

30. conduct free lectures open to the public and include in the estimates for the current year the expenses thereof;

continuing education

31. establish continuing education courses and classes;

courses for teachers

32. establish and conduct during the school year courses for teachers;

evening classes

33. establish evening classes;

erect fences

34. erect and maintain any wall or fence considered necessary by the board for enclosure of the school premises;

school fairs

35. contribute toward the support of school fairs;

student activities

36. authorize such school activities as pertain to the welfare of the pupils and exercise jurisdiction in respect thereof;

cafeteria

37. operate a cafeteria for the use of the staff and pupils;

records management

38. institute a program of records management that will, subject to the regulations in respect of pupil records,

i. provide for the archival retention by the board or the Archivist of Ontario of school registers, minute books of the board and its predecessors, documents pertaining to boundaries of school sections, separate school zones and secondary school districts, original assessment and taxation records in the possession of the board and other records considered by the board to have endur-

corps de cadets

26. créer un corps de cadets et en assurer le fonctionnement;

sport

27. favoriser et encourager le sport et la tenue de compétitions scolaires;

activités

28. assurer, au cours de l'année scolaire ou à d'autres moments, des activités et des programmes dans des locaux scolaires ou ailleurs, y compris des excursions, et exercer son autorité sur les personnes qui y participent;

orientation

29. charger au moins un enseignant spécialisé en orientation conformément aux règlements de recueillir et de diffuser des renseignements concernant les professions et les emplois disponibles et d'offrir aux élèves des conseils leur permettant de planifier intelligemment leur perfectionnement scolaire et professionnel;

conférences publiques

30. offrir des conférences gratuites à l'intention du public et inclure les dépenses qui s'y rapportent dans les prévisions budgétaires de l'exercice en cours;

éducation permanente

31. mettre sur pied des cours et des classes d'éducation permanente;

cours à l'intention des enseignants

32. organiser et offrir au cours de l'année scolaire des cours à l'intention des enseignants;

cours du soir

33. organiser des cours du soir;

érection de clôtures

34. ériger et entretenir les murs ou les clôtures jugés nécessaires par le conseil pour enclore les locaux scolaires;

fêtes de l'école

35. contribuer financièrement aux fêtes de l'école;

activités étudiantes

36. autoriser les activités scolaires qui ont trait au bien-être des élèves et exercer son autorité sur ces activités;

cafétéria

37. exploiter une cafétéria à l'usage du personnel et des élèves;

gestion des dossiers

38. élaborer un programme de gestion des dossiers qui, sous réserve des règlements à l'égard des dossiers des élèves :

i. assurera la conservation dans les archives par le conseil ou l'archiviste de l'Ontario des registres scolaires, des procès-verbaux du conseil et de ses prédécesseurs, des documents relatifs aux limites territoriales des circonscriptions scolaires, des zones d'écoles séparées et des districts d'écoles secondaires, des registres originaux de cotisation et d'imposition que le conseil a en sa possession et d'autres registres considérés

ing value or to be of historical interest, and

ii. establish, with the written approval of the auditor of the board, schedules for the retention, disposition and eventual destruction of records of the board and of the schools under its jurisdiction other than records retained for archival use;

par le conseil comme ayant une valeur durable ou présentant un intérêt historique,

ii. établira, avec l'approbation écrite du vérificateur du conseil, une marche à suivre touchant la conservation, l'emploi et la destruction éventuelle des documents du conseil et des écoles qui relèvent de sa compétence, à l'exception des documents conservés dans les archives;

education of children in charitable organizations

39. employ and pay teachers, when so requested in writing by a charitable organization having the charge of children of school age, for the education of such children, whether such children are being educated in premises within or beyond the limits of the jurisdiction of the board, and pay for and furnish school supplies for their use;

éducation des enfants dans des organismes de bienfaisance

39. employer et rémunérer des enseignants lorsqu'un organisme de bienfaisance ayant la charge d'enfants d'âge scolaire en fait la demande par écrit, en vue de l'éducation de ces enfants, que cette éducation soit donnée dans les locaux situés en deçà ou au-delà des limites du secteur où le conseil exerce sa compétence, et fournir et payer les fournitures scolaires dont ils ont besoin;

programs in detention homes, etc.

40. with the approval of the Minister, conduct an education program in a centre, facility, home, hospital or institution that is approved, designated, established, licensed or registered under any Act and in which the Ministry does not conduct an education program, or in a demonstration school for exceptional pupils;

programmes dans les centres de détention, etc.

40. avec l'approbation du ministre, offrir un programme d'éducation dans un centre, une installation, un foyer, un hôpital ou un établissement approuvé, désigné, créé, autorisé ou enregistré en vertu d'une loi et où le ministère n'offre pas de programme d'éducation, ou dans une école d'application pour élèves en difficulté;

maternity leave

41. provide for maternity leave for a teacher, not exceeding two years for each pregnancy;

congés de maternité

41. accorder aux enseignantes des congés de maternité ne dépassant pas deux ans par grossesse;

assumption of treatment centres, etc.

42. when requested by the board of a cerebral palsy treatment centre school, a crippled children's treatment centre school, a hospital school or a sanatorium school, and with the approval of the Minister, by agreement, assume the assets and liabilities of such board and continue to operate such a school, and, upon the effective date of the agreement between the two boards, the board making the request is dissolved;

prise en charge de centres de traitement, etc.

42. lorsque le conseil d'une école d'un centre de traitement d'infirmité motrice cérébrale, d'une école d'un centre de traitement d'enfants infirmes, d'une école en milieu hospitalier ou d'une école d'une maison de santé en fait la demande, et avec l'approbation du ministre, par la voie d'une entente, prendre en charge l'actif et le passif de ce conseil, continuer à faire fonctionner une telle école et, à la date où l'entente entre les deux conseils entre en vigueur, le conseil demandeur est dissous;

recreation committees

43. where a recreation committee or a joint recreation committee has been appointed for territory without municipal organization within the jurisdiction of the board, exercise the powers and duties of a municipal council with respect to preparing estimates of the sums required during the year for the purposes of the committee or joint committee, and levying rates and collecting taxes for such purposes on the rateable property supporting the board in such territory, and where such a

comités de loisirs

43. si un comité de loisirs ou un comité mixte de loisirs a été créé pour un territoire non érigé en municipalité qui relève de la compétence du conseil, exercer les pouvoirs et les fonctions d'un conseil municipal relativement à la préparation des prévisions des sommes nécessaires au cours de l'exercice aux fins du comité ou du comité mixte et au prélèvement et à la perception des impôts à ces fins sur les propriétés imposables contribuant au conseil dans ce territoire et, si un tel comité mixte

joint recreation committee has been appointed, apportion the costs of such committee by agreement with the other board concerned;

agreement for provision and use of recreational facilities

44. with the approval of the Minister, enter into an agreement with a university, college of a university, or the board of governors of a polytechnical institute or of a college of applied arts and technology, in respect of the provision, maintenance and use of educational or recreational facilities on the property of either of the parties to the agreement;

election recounts

45. pass a resolution referred to in subsection 88 (2) of the *Municipal Elections Act*;

insurance

46. provide for insurance against risks that may involve pecuniary loss or liability on the part of the board, and for paying premiums therefor;

designation of expenditures

47. designate portions of current expenditure of the board as ordinary expenditures for the purposes of legislative grants provided for by a regulation made under subsection 11 (3); R.S.O. 1990, c. E.2, s. 171 (1), pars. 1-47.

child care facilities

48. construct and renovate child care facilities in any school. 1991, c. 10, s. 5 (1).

Collection of rates in territory without municipal organization by action

(2) In addition to any other remedy possessed by a board in territory without municipal organization for the recovery of rates imposed under the authority of this Act, the board, with the approval of the Minister, may bring an action in a court of competent jurisdiction for the recovery of any rates in arrear against the person assessed therefor. R.S.O. 1990, c. E.2, s. 171 (2).

Child care facilities

(3) For the purpose of subsection 236 (1), the construction or renovation of child care facilities under paragraph 48 of subsection (1),

(a) in a public school is deemed to be a public school purpose; and

(b) in a secondary school is deemed to be a secondary school purpose. 1991, c. 10, s. 5 (2).

Board name

172. If another Act gives a board a name in English only, the board may also be known by such French name as it chooses by resolution and the Minister approves. R.S.O. 1990, c. E.2, s. 172.

a été créé, répartir proportionnellement les frais de ce comité par voie d'une entente conclue avec l'autre conseil intéressé;

entente pour la création et l'utilisation d'installations de loisirs

44. avec l'approbation du ministre, conclure une entente avec une université, un collège universitaire ou le conseil d'administration d'une école polytechnique ou d'un collège d'arts appliqués et de technologie relativement à la création, l'entretien et l'utilisation d'installations d'ordre éducatif ou récréatif situées sur la propriété de l'une ou l'autre des parties à l'entente;

second dépouillement du scrutin

45. adopter une résolution mentionnée au paragraphe 88 (2) de la *Loi sur les élections municipales*;

assurance

46. souscrire une assurance contre les risques qui peuvent entraîner pour le conseil une perte pécuniaire ou une responsabilité, et prévoir le paiement des primes;

désignation des dépenses

47. désigner certaines parties des dépenses courantes du conseil comme étant des dépenses ordinaires aux fins des subventions générales prévues par un règlement pris en vertu du paragraphe 11 (3); L.R.O. 1990, chap. E.2, par. 171 (1), disp. 1 à 47.

installations de garderie

48. construire et rénover des installations de garderie dans des écoles. 1991, chap. 10, par. 5 (1).

Perception d'impôts par voie judiciaire dans un territoire non érigé en municipalité

(2) Outre tout autre recours dont dispose le conseil dans un territoire non érigé en municipalité en vue de recouvrer des impôts prélevés aux termes de la présente loi, le conseil, avec l'approbation du ministre, peut intenter une action devant un tribunal compétent pour recouvrer toute cotisation scolaire en souffrance contre la personne qui y est assujettie. L.R.O. 1990, chap. E.2, par. 171 (2).

Installations de garderie

(3) Pour l'application du paragraphe 236 (1), la construction ou la rénovation d'installations de garderie prévue à la disposition 48 du paragraphe (1) :

a) dans une école publique est réputée être entreprise aux fins des écoles publiques;

b) dans une école secondaire est réputée être entreprise aux fins des écoles secondaires. 1991, chap. 10, par. 5 (2).

Nom du conseil

172 Si une autre loi donne à un conseil un nom en anglais seulement, le conseil peut aussi être connu sous le nom français qu'il choisit par voie de résolution et que le ministre approuve. L.R.O. 1990, chap. E.2, art. 172.

and the board shall comply with the requirement forthwith. R.S.O. 1990, c. E.2, s. 282.

Chief executive officer

283.—(1) A director of education is the chief education officer and the chief executive officer of the board by which he or she is employed and is a supervisory officer who qualified as such as a teacher.

Idem

(2) The chief executive officer of a board shall, within policies established by the board, develop and maintain an effective organization and the programs required to implement such policies.

General report of chief executive officer

(3) At the first meeting in December of each year, the chief executive officer of a board shall submit to the board a report in a format approved by the Minister on the action he or she has taken during the preceding 12 months under subsection (2) and a copy of such report shall be submitted to the Minister on or before the 31st day of January next following. R.S.O. 1990, c. E.2, s. 283.

Supervisory officers and director of education

284. Every board that is required to appoint a director of education shall, subject to the regulations, employ such other supervisory officers as it considers necessary to supervise adequately all aspects of the programs under its jurisdiction. R.S.O. 1990, c. E.2, s. 284.

Appointment of supervisory officers

285.—(1) Where a board appoints one or more supervisory officers, the board,

(a) shall, subject to the regulations, designate the title and area of responsibility of each such officer;

(b) shall appoint an English-speaking supervisory officer for schools and classes where English is the language of instruction, and a French-speaking supervisory officer for schools and classes where French is the language of instruction, or shall arrange with another board or with the Minister for the services of an English-speaking supervisory officer or a French-speaking supervisory officer where such officer is not appointed by the board; and

(c) may assign to a supervisory officer such administrative duties, in addition to those prescribed in section 286 and the regulations, as the board considers expedient.

Confirmation by Minister

(2) No person shall be appointed as a supervisory officer by a board until notice in writing of the proposed appointment and the area of responsibility to be assigned has been given to the Minister and the Minister has confirmed that the person to be appointed is

conformer à cette exigence sans délai. L.R.O. 1990, chap. E.2, art. 282.

Chef de service administratif

283 (1) Le directeur de l'éducation est l'agent d'éducation en chef et le chef de service administratif du conseil qui l'emploie, et il est un agent de supervision qui en a acquis les qualités requises en tant qu'enseignant.

Idem

(2) Le chef de service administratif du conseil doit, dans les limites de la politique établie par le conseil, assurer et maintenir une organisation efficace ainsi que les programmes nécessaires à la mise en oeuvre d'une telle politique.

Rapport du chef de service administratif

(3) Lors de la première réunion tenue en décembre de chaque année, le chef de service administratif présente au conseil un rapport, dans la forme approuvée par le ministre, qui porte sur les mesures et les initiatives qu'il a prises au cours des 12 mois précédents en vertu du paragraphe (2). Une copie de ce rapport est présentée au ministre au plus tard le 31 janvier suivant. L.R.O. 1990, chap. E.2, art. 283.

Agents de supervision et directeur de l'éducation

284 Le conseil qui est tenu de nommer un directeur de l'éducation doit, sous réserve des règlements, employer les autres agents de supervision qu'il juge nécessaires pour superviser convenablement tous les aspects des programmes qui relèvent de sa compétence. L.R.O. 1990, chap. E.2, art. 284.

Nomination des agents de supervision

285 (1) S'il nomme un ou plusieurs agents de supervision, le conseil :

a) doit, sous réserve des règlements, préciser le titre et le champ de responsabilité de cet agent;

b) doit nommer un agent de supervision anglophone pour les classes et les écoles où l'anglais est la langue d'enseignement et un agent de supervision francophone pour les classes et les écoles où le français est la langue d'enseignement; sinon, il doit prendre les dispositions nécessaires avec un autre conseil ou avec le ministre pour obtenir les services d'un agent de supervision anglophone ou francophone si ce dernier n'est pas nommé par le conseil;

c) peut attribuer à l'agent de supervision des fonctions administratives qui s'ajoutent à celles qui sont prescrites à l'article 286 et aux règlements, s'il le juge opportun.

Confirmation par le ministre

(2) Le conseil ne nomme pas d'agent de supervision sans avoir auparavant avisé le ministre par écrit de la nomination proposée et du champ de responsabilité à être assigné à l'agent et sans que le ministre n'ait confirmé que la personne qui doit être nommée

eligible for the position. R.S.O. 1990, c. E.2, s. 285.

est admissible à ce poste. L.R.O. 1990, chap. E.2, art. 285.

Duties of supervisory officers:

286.—(1) Subject to the regulations, a board or the Minister shall assign the following duties to its or the Minister's supervisory officer or officers,

286 (1) Sous réserve des règlements, le conseil ou le ministre attribue les fonctions suivantes à son agent ou à ses agents de supervision :

Fonctions des agents de supervision :

assist teachers

(a) to bring about improvement in the quality of education by assisting teachers in their practice;

a) contribuer à l'amélioration de la qualité de l'éducation en aidant les enseignants dans l'exercice de leurs fonctions;

aider les enseignants

co-operate with boards

(b) to assist and co-operate with boards to the end that the schools may best serve the needs of the pupils;

b) aider les conseils et collaborer avec eux afin que les écoles puissent mieux répondre aux besoins des élèves;

collaborer avec les conseils

visit schools

(c) to visit schools and classrooms as the Minister may direct and, where the supervisory officer has been appointed by a board, as the board may direct;

c) visiter les écoles et les classes selon les directives du ministre et, si l'agent de supervision a été nommé par le conseil, selon les directives de ce conseil;

visiter les écoles

prepare reports

(d) to prepare a report of a visit to a school or classroom when required by the Minister and, where the supervisory officer has been appointed by a board, when required by the board and to give to a teacher referred to in any such report a copy of the portion of the report that refers to the teacher;

d) préparer, à la demande du ministre et, si l'agent de supervision a été nommé par le conseil, à la demande du conseil, un rapport sur la visite d'une école ou d'une classe, et remettre à l'enseignant mentionné dans le rapport une copie de la partie du rapport qui le concerne;

préparer un rapport

Acts and regulations

(e) to ensure that the schools under his or her jurisdiction are conducted in accordance with this Act and the regulations;

e) s'assurer que les écoles qui relèvent de sa compétence sont dirigées conformément à la présente loi et aux règlements;

loi et règlements

annual report to Minister

(f) to make a general annual report as to the performance of his or her duties and the condition of the schools in his or her area of jurisdiction when required by the Minister and, where the supervisory officer has been appointed by a board, when required by the board;

f) rédiger, à la demande du ministre et, si l'agent de supervision a été nommé par le conseil, à la demande du conseil, un rapport annuel général sur l'exercice de ses fonctions et la situation des écoles qui relèvent de sa compétence;

rapport annuel au ministre

report to M.O.H.

(g) to report to the appropriate medical officer of health any case in which the school buildings or premises are found to be in an unsanitary condition;

g) rendre compte au médecin-hygiéniste compétent des cas d'insalubrité de locaux ou de bâtiments scolaires;

rapport au médecin-hygiéniste

report to the Minister

(h) to furnish the Minister with information respecting any school in his or her area of jurisdiction whenever required to do so;

h) fournir au ministre, chaque fois qu'il le demande, les renseignements relatifs aux écoles du secteur qui relève de sa compétence;

rapport au ministre

supervise business

(i) to supervise the business functions of the board; and

i) superviser les fonctions administratives du conseil;

supervision de l'administration

supervise buildings and property

(j) to supervise the use and maintenance of the buildings and property of the board.

j) superviser l'usage et l'entretien des bâtiments et des biens du conseil.

supervision des bâtiments et des biens

Responsibility to Minister

(2) Every supervisory officer appointed by the Minister is responsible to the Minister for the performance of his or her duties.

(2) L'agent de supervision nommé par le ministre est responsable devant ce dernier de l'exercice de ses fonctions.

Responsabilité devant le ministre

Responsibility to board

(3) Every supervisory officer appointed by a board is responsible to the board through the chief executive officer for the performance of the duties assigned to the supervisory officer by the board.

(3) L'agent de supervision nommé par le conseil est responsable devant le conseil, par l'intermédiaire du chef de service administratif, de l'exercice des fonctions que le conseil lui a attribuées.

Responsabilité devant le conseil

Full-time position

(4) Except as otherwise provided by this Act or the regulations, a supervisory officer shall not, without the approval of the Minister, hold any other office, have any other employment or follow any other profession or calling, during his or her tenure as a supervisory officer.

Access to books and records, etc.

(5) A provincial supervisory officer or a person designated by the Minister shall have access, as required by the Minister, to any school and to the books and records of a board or a school. R.S.O. 1990, c. E.2, s. 286.

Suspension or dismissal of supervisory officer by board

287.—(1) A supervisory officer appointed by a board may be suspended or dismissed by the board, in accordance with the regulations, for neglect of duty, misconduct or inefficiency.

Notice re suspension or dismissal

(2) Where a board suspends or dismisses a supervisory officer, the board shall forthwith notify in writing the supervisory officer and the Minister of the suspension or dismissal and the reasons therefor. R.S.O. 1990, c. E.2, s. 287.

PART XII
FRENCH LANGUAGE INSTRUCTION

ELEMENTARY

Definitions

288. In this Part,

"board" means,

(a) a board of education the members of which are elected under the *Municipal Elections Act*,

(b) a county or district combined separate school board,

and includes,

(c) for the purposes of section 289, a district school area board, a protestant separate school board, a rural separate school board and a combined separate school board,

(d) for the purposes of section 291, a secondary school board and a board of education formed under section 67, and

(e) for the purposes of sections 303 to 308, a board described in clause (c) or (d); ("conseil")

"committee", except in sections 303 to 308, means a French-language advisory committee formed under section 292; ("comité")

"French-language instructional unit" means a class, group of classes or school in which French is the language of instruction but does not include a class, group of classes or school established under clause 8 (1) (y)

Emploi à plein temps

(4) Sauf dispositions contraires de la présente loi ou des règlements, l'agent de supervision ne doit pas, sans l'approbation du ministre, occuper un autre poste, avoir un autre emploi ou exercer une autre profession pendant qu'il détient le poste d'agent de supervision.

Accès à des registres, dossiers, etc.

(5) L'agent de supervision provincial ou la personne désignée par le ministre a accès, selon ce qu'exige le ministre, aux écoles ainsi qu'aux registres et dossiers des conseils ou des écoles. L.R.O. 1990, chap. E.2, art. 286.

Suspension ou congédiement de l'agent de supervision par le conseil

287 (1) L'agent de supervision nommé par le conseil peut être suspendu ou congédié par ce conseil, conformément aux règlements, pour négligence de ses fonctions, inconduite ou incompétence.

Avis de suspension ou de révocation

(2) S'il suspend ou congédie l'agent de supervision, le conseil avise immédiatement par écrit cet agent et le ministre de la suspension ou du congédiement et donne ses motifs. L.R.O. 1990, chap. E.2, art. 287.

PARTIE XII
ENSEIGNEMENT EN FRANÇAIS

ENSEIGNEMENT ÉLÉMENTAIRE

Définitions

288 Les définitions qui suivent s'appliquent à la présente partie.

«comité» Sauf aux articles 303 à 308, s'entend du comité consultatif de langue française constitué en vertu de l'article 292. («committee»)

«conseil» L'un des conseils suivants :

a) un conseil de l'éducation dont les membres sont élus en vertu de la *Loi sur les élections municipales*,

b) un conseil fusionné d'écoles séparées de comté ou de district,

et s'entend en outre :

c) aux fins de l'article 289, d'un conseil de secteur scolaire de district, d'un conseil d'écoles séparées protestantes, d'un conseil d'écoles séparées rurales et d'un conseil fusionné d'écoles séparées,

d) aux fins de l'article 291, d'un conseil d'écoles secondaires et d'un conseil de l'éducation constitués en vertu de l'article 67,

e) aux fins des articles 303 à 308, d'un conseil visé à l'alinéa c) ou d). («board»)

«contribuable francophone» Personne qui a le droit de voter lors de l'élection des membres du conseil et qui a le droit, en

absence from school

(i) to notify such person as is designated by the board if the teacher is to be absent from school and the reason therefor;

school property

(j) to deliver the register, the school key and other school property in the teacher's possession to the board on demand, or when the teacher's agreement with the board has expired, or when for any reason the teacher's employment has ceased; and

textbooks

(k) to use and permit to be used as a textbook in a class that he or she teaches in an elementary or a secondary school,

(i) in a subject area for which textbooks are approved by the Minister, only textbooks that are approved by the Minister, and

(ii) in all subject areas, only textbooks that are approved by the board.

Refusal to give up school property

(2) A teacher who refuses, on demand or order of the board that operates the school concerned, to deliver to the board any school property in the teacher's possession forfeits any claim that the teacher may have against the board.

Teachers, conferences

(3) Teachers may organize themselves for the purpose of conducting professional development conferences and seminars. R.S.O. 1990, c. E.2, s. 264.

Duties of principal.

265. It is the duty of a principal of a school, in addition to the principal's duties as a teacher,

discipline

(a) to maintain proper order and discipline in the school;

co-operation

(b) to develop co-operation and co-ordination of effort among the members of the staff of the school;

register pupils and record attendance

(c) to register the pupils and to ensure that the attendance of pupils for every school day is recorded either in the register supplied by the Minister in accordance with the instructions contained therein or in such other manner as is approved by the Minister;

pupil records

(d) in accordance with this Act, the regulations and the guidelines issued by the Minister, to collect information for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record;

timetable

(e) to prepare a timetable, to conduct the school according to such timetable and the school year calendar or calendars applicable thereto, to make the calen-

absence de l'école

i) aviser la personne désignée par le conseil s'il doit s'absenter de l'école et donner la raison de son absence;

biens scolaires

j) remettre au conseil le cahier de présence, la clé de l'école et les autres objets appartenant à l'école qui sont en sa possession, à la demande du conseil ou à l'expiration de son entente avec celui-ci, ou à la cessation de son emploi pour quelque raison que ce soit;

manuels

k) n'utiliser et ne permettre d'utiliser comme manuel dans une classe d'école élémentaire ou secondaire où il enseigne :

(i) que les manuels approuvés par le ministre dans une matière pour laquelle les manuels sont approuvés par ce dernier,

(ii) que les manuels approuvés par le conseil dans toutes les matières.

Refus de rendre les biens scolaires

(2) L'enseignant qui refuse, à la demande ou sur l'ordre du conseil dont relève l'école visée, de lui remettre les biens scolaires qu'il a en sa possession, perd toute réclamation qu'il peut avoir contre le conseil.

Conférence des enseignants

(3) Les enseignants peuvent s'organiser en vue de conférences et de séminaires ayant pour objet leur perfectionnement professionnel. L.R.O. 1990, chap. E.2, art. 264.

Fonctions du directeur :

265 En plus de ses fonctions d'enseignant, le directeur d'école exerce les fonctions suivantes :

discipline

a) maintenir le bon ordre et la discipline dans l'école;

collaboration

b) accroître la collaboration et la coordination des efforts entre les membres du personnel de l'école;

inscription des élèves et cahier de présence quotidienne

c) inscrire les élèves et veiller à ce que leur assiduité pour chaque jour de classe soit inscrite soit dans le cahier de présence fourni par le ministre conformément aux instructions qui y figurent, soit d'une autre façon approuvée par le ministre;

dossiers d'élèves

d) conformément à la présente loi, aux règlements et aux lignes directrices du ministre, recueillir des renseignements en vue de les verser dans un dossier pour chaque élève inscrit à l'école, et constituer, tenir, conserver et transférer le dossier, ainsi que s'en défaire;

emploi du temps

e) préparer un emploi du temps, diriger l'école en fonction de cet emploi du temps et du calendrier ou des calendriers de l'année scolaire qui s'y appli-

dar or calendars and the timetable accessible to the pupils, teachers and supervisory officers and to assign classes and subjects to the teachers;

que, permettre aux élèves, aux enseignants et aux agents de supervision d'avoir accès à ce calendrier ou ces calendriers et à l'emploi du temps, et assigner les classes et les matières aux enseignants;

examinations and reports

(f) to hold, subject to the approval of the appropriate supervisory officer, such examinations as the principal considers necessary for the promotion of pupils or for any other purpose and report as required by the board the progress of the pupil to his or her parent or guardian where the pupil is a minor and otherwise to the pupil;

f) faire subir, sous réserve de l'approbation de l'agent de supervision compétent, les examens qu'il juge nécessaires pour le passage des élèves ou dans un autre but, et communiquer les progrès de l'élève, comme le conseil l'exige, à son père, sa mère ou son tuteur, ou à l'élève lui-même s'il est majeur;

examens et bulletins scolaires

promote pupils

(g) subject to revision by the appropriate supervisory officer, to promote such pupils as the principal considers proper and to issue to each such pupil a statement thereof;

g) sous réserve de révision par l'agent de supervision compétent, voir au passage des élèves comme il le juge opportun et remettre à chacun d'eux une attestation à cet effet;

passage des élèves

textbooks

(h) to ensure that all textbooks used by pupils are those approved by the board and, in the case of subject areas for which the Minister approves textbooks, those approved by the Minister;

h) s'assurer que les manuels scolaires utilisés par les élèves sont ceux que le conseil a approuvés et, dans le cas de matières pour lesquelles le ministre approuve les manuels scolaires, ceux qui sont approuvés par le ministre;

manuels

reports

(i) to furnish to the Ministry and to the appropriate supervisory officer any information that it may be in the principal's power to give respecting the condition of the school premises, the discipline of the school, the progress of the pupils and any other matter affecting the interests of the school, and to prepare such reports for the board as are required by the board;

i) fournir au ministère et à l'agent de supervision compétent les renseignements qu'il est en mesure de donner concernant l'état des locaux scolaires, la discipline à l'école, les progrès des élèves et d'autres questions touchant les intérêts de l'école, et préparer des rapports à ce sujet pour le conseil comme ce dernier l'exige;

rapports

care of pupils and property

(j) to give assiduous attention to the health and comfort of the pupils, to the cleanliness, temperature and ventilation of the school, to the care of all teaching materials and other school property, and to the condition and appearance of the school buildings and grounds;

j) accorder une attention soutenue à la santé et au confort des élèves, à la propreté, à la température et à l'aération de l'école, au maintien en état du matériel d'enseignement et des autres biens scolaires, à l'état et à l'apparence des bâtiments et terrains scolaires;

mesures d'hygiène vis-à-vis des élèves et entretien des biens scolaires

report to M.O.H.

(k) to report promptly to the board and to the medical officer of health when the principal has reason to suspect the existence of any communicable disease in the school, and of the unsanitary condition of any part of the school building or the school grounds;

k) prévenir immédiatement le conseil et le médecin-hygiéniste lorsqu'il a des raisons de soupçonner la présence d'une maladie transmissible dans l'école, et leur signaler l'état insalubre d'une partie des bâtiments ou des terrains scolaires;

rapport au médecin-hygiéniste

persons with communicable diseases

(l) to refuse admission to the school of any person who the principal believes is infected with or exposed to communicable diseases requiring an order under section 22 of the *Health Protection and Promotion Act* until furnished with a certificate of a medical officer of health or of a legally qualified medical practitioner approved by the medical officer of health that all danger

l) refuser l'admission à l'école de la personne qui, selon lui, est atteinte d'une maladie transmissible requérant un ordre aux termes de l'article 22 de la *Loi sur la protection et la promotion de la santé* ou de la personne qui a été en contact avec une telle maladie, jusqu'à la présentation d'un certificat délivré par un médecin-hygiéniste ou un médecin dûment qualifié qu'il a

personne porteuse de maladie transmissible

from exposure to contact with such person has passed;

Access to school or class

(m) subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal's judgment be detrimental to the physical or mental well-being of the pupils; and

Visitor's book

(n) to maintain a visitor's book in the school when so determined by the board. R.S.O. 1990, c. E.2, s. 265; 1991, c. 10, s. 6.

approuvé, indiquant que le danger de contagion résultant du contact avec cette personne est écarté;

Accès à l'école ou à la classe

m) sous réserve d'un appel au conseil, refuser d'admettre dans une classe ou à l'école la personne dont la présence dans cette classe ou à l'école pourrait, à son avis, nuire au bien-être physique ou mental des élèves;

Registre des visiteurs

n) tenir un registre des visiteurs dans l'école si le conseil le prescrit. L.R.O. 1990, chap. E.2, art. 265; 1991, chap. 10, art. 6.

Pupil Records

Definition

266.—(1) In this section, except in subsection (12), "record", in respect of a pupil, means a record under clause 265 (d). 1991, c. 10, s. 7 (1).

Dossier d'élève

Définition

266 (1) Dans le présent article, à l'exclusion du paragraphe (12), le terme «dossier» s'entend, relativement à un élève, d'un dossier au sens de l'alinéa 265 d). 1991, chap. 10, par. 7 (1).

Pupil records privileged

(2) A record is privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction of the pupil, and such record,

(a) subject to subsections (2.1), (3) and (5), is not available to any other person; and

(b) except for the purposes of subsection (5), is not admissible in evidence for any purpose in any trial, inquest, inquiry, examination, hearing or other proceeding, except to prove the establishment, maintenance, retention or transfer of the record,

without the written permission of the parent or guardian of the pupil or, where the pupil is an adult, the written permission of the pupil. R.S.O. 1990, c. E.2, s. 266 (2); 1991, c. 10, s. 7 (2).

Caractère confidentiel du dossier scolaire

(2) L'examen des renseignements figurant dans le dossier est réservé, sous le sceau du secret, aux agents de supervision et au directeur d'école et aux enseignants de l'école en vue d'améliorer l'enseignement donné à l'élève. Ce dossier :

a) sous réserve des paragraphes (2.1), (3) et (5), ne peut pas être consulté par une autre personne;

b) sauf aux fins du paragraphe (5), n'est pas admissible en preuve à quelque fin que ce soit dans le cadre d'un procès, d'une enquête, d'un interrogatoire, d'un examen, d'une audience ou d'une autre instance, sauf pour prouver qu'il a été ouvert, tenu à jour, conservé ou transféré,

sans l'autorisation écrite du père, de la mère ou du tuteur de l'élève, ou de l'élève lui-même s'il est majeur. L.R.O. 1990, chap. E.2, par. 266 (2); 1991, chap. 10, par. 7 (2).

Information to medical officer of health

(2.1) The principal of a school shall, upon request by the medical officer of health serving the area in which the school is located, give that medical officer of health the following information in respect of pupils enrolled in the school:

1. The pupil's name, address and telephone number.
2. The pupil's birthdate.
3. The name, address and telephone number of the pupil's parent or guardian. 1991, c. 10, s. 7 (3).

Renseignements fournis au médecin hygiéniste

(2.1) Sur demande du médecin-hygiéniste dont le service s'étend au territoire dans lequel l'école est située, le directeur d'école lui fournit les renseignements suivants à l'égard des élèves inscrits à l'école :

1. Le nom, l'adresse et le numéro de téléphone de l'élève.
2. La date de naissance de l'élève.
3. Le nom, l'adresse et le numéro de téléphone du père, de la mère ou du tuteur de l'élève. 1991, chap. 10, par. 7 (3).

Right of parent and pupil

(3) A pupil, and his or her parent or guardian where the pupil is a minor, is entitled to examine the record of such pupil.

Droit des parents et de l'élève

(3) L'élève et son père, sa mère ou son tuteur si l'élève est mineur ont le droit d'examiner le dossier.

in which there are classes for trainable retarded pupils and the enrolment in such classes is greater than 100 shall each be a teacher who,

(a) holds or is deemed to hold, under Regulation 297 of Revised Regulations of Ontario, 1990, principal's qualifications, or holds a certificate referred to in section 46 of such Regulation or is deemed to hold such certificate under section 47 thereof; and

(b) holds an additional qualification in special education as recorded on the teacher's Ontario Teacher's Qualifications Record Card.

(2) The principal of an elementary or secondary school that includes one or more classes for trainable retarded pupils shall be the principal of such classes, and the vice-principal of such a school shall be the vice-principal of such classes except where a vice-principal is appointed to be in charge of such classes exclusively.

(3) Despite subsection (1), where a teacher who does not hold the qualifications referred to in subsection (1) was, on the 1st day of September, 1978 employed by a board as principal or vice-principal of a school for trainable retarded pupils that had an enrolment greater than 100 or of a school in which there were classes for trainable retarded pupils and the enrolment in such classes was greater than 100, the teacher shall be deemed to be qualified as principal or vice-principal, as the case may be, of a school for trainable retarded pupils or of a school in which there are classes for trainable retarded pupils the enrolment in which is greater than 100 that is operated by that board or its successor board. O. Reg. 617/81, s. 8.

DUTIES OF PRINCIPALS

11.—(1) The principal of a school, subject to the authority of the appropriate supervisory officer, is in charge of,

(a) the instruction and the discipline of pupils in the school; and

(b) the organization and management of the school.

(2) Where two or more schools operated by a board jointly occupy or use in common a school building or school grounds, the board shall designate which principal has authority over those parts of the building or grounds that the schools occupy or use in common. O. Reg. 617/81, s. 9, *part*.

(3) In addition to the duties under the Act and those assigned by the board, the principal of a school shall, except where the principal has arranged otherwise under subsection 26 (3),

(a) supervise the instruction in the school and advise and assist any teacher in co-operation with the teacher in charge of an organizational unit or program;

(b) assign duties to vice-principals and to teachers in charge of organizational units or programs;

(c) retain on file up-to-date copies of outlines of all courses of study that are taught in the school;

(d) upon request, make outlines of courses of study available for examination to a resident pupil of the board and to the parent of the pupil, where the pupil is a minor;

(e) provide for the supervision of pupils during the period of time during each school day when the school buildings and playgrounds are open to pupils;

(f) provide for the supervision of and the conducting of any school activity authorized by the board;

(g) where performance appraisals of members of the teaching staff are required under a collective agreement or a policy of the board, despite anything to the contrary in such collective agreement or board policy, conduct performance appraisals of members of the teaching staff;

(h) subject to the provisions of the policy of the board or the provisions of a collective agreement, as the case may be, in respect of reporting requirements for performance appraisals, report thereon in writing to the board or to the supervisory officer on request and give to each teacher so appraised a copy of the performance appraisal of the teacher;

(i) where the performance appraisals of members of the teaching staff are not required by board policy or under a collective agreement, report to the board or to the supervisory officer in writing on request on the effectiveness of members of the teaching staff and give to a teacher referred to in any such report a copy of the portion of the report that refers to the teacher;

(j) make recommendations to the board with respect to,

(i) the appointment and promotion of teachers, and

(ii) the demotion or dismissal of teachers whose work or attitude is unsatisfactory;

(k) provide for instruction of pupils in the care of the school premises;

(l) inspect the school premises at least weekly and report forthwith to the board,

(i) any repairs to the school that are required, in the opinion of the principal,

(ii) any lack of attention on the part of the building maintenance staff of the school, and

(iii) where a parent of a pupil has been requested to compensate the board for damage to or destruction, loss or misappropriation of school property by the pupil and the parent has not done so, that the parent of the pupil has not compensated the board;

(m) where it is proposed to administer a test of intelligence or personality to a pupil, inform the pupil and the parent of the pupil of the test and obtain the prior written permission for the test from the pupil or from the parent of the pupil, where the pupil is a minor;

(n) report promptly any neglect of duty or infraction of the school rules by a pupil to the parent or guardian of the pupil;

(o) promote and maintain close co-operation with residents, industry, business and other groups and agencies of the community;

(p) provide to the Minister or to a person designated by the Minister any information that may be required concerning the instructional program, operation or administration of the school and inform the appropriate supervisory officer of the request;

(q) assign suitable quarters for pupils to eat lunch. O. Reg. 233/88, s. 7 (1).

(4) A principal shall only make a recommendation to the board under subclause (3) (j) (ii) after warning the teacher in writing, giving the teacher assistance and allowing the teacher a reasonable time to improve.

(5) A principal of a school,

(a) in which there is a French-language instructional unit as

defined in section 309 of the Act, who does not hold qualifications to teach in the French language as required by subsection 19 (12) or is qualified to teach in such unit only under subsection 19 (13); or

(b) in which there is an English-language instructional unit as mentioned in subsection 325 (1) of the Act, who does not hold qualifications to teach in the English language as required by subsection 19 (11) or is qualified to teach in each unit only under subsection 19 (13),

shall notify the appropriate supervisory officer in writing of the impracticability of the duty placed on the principal, having regard to the qualifications of the principal, to supervise the instruction, to conduct performance appraisals and to assist and advise the teachers referred to in the notice.

(6) Where arrangements are made under subsection 26 (3), the principal is relieved from compliance with clauses (3) (a), (g), (h) and (i) to the extent that such duties are performed by another qualified person or persons.

(7) The other qualified person or persons who perform the duties shall be responsible to the board for the performance of such duties.

(8) The outlines of the courses of study mentioned in clause (3) (c) shall be written and provided,

(a) in the French language in the case of courses of study provided in a French-language instructional unit operated under Part XII of the Act; and

(b) in both the English and French languages in the case of a course of study in a program established in the school under paragraph 25 of subsection 8 (1) of the Act. O. Reg. 233/88, s. 7 (2).

(9) Where, after reasonable notice by the principal, a pupil who is an adult, or the parent of a pupil who is a minor, fails to provide the supplies required by the pupil for a course of study, the principal shall promptly notify the board.

(10) A principal shall transmit reports and recommendations to the board through the appropriate supervisory officer.

(11) A principal, subject to the approval of the appropriate supervisory officer, may arrange for home instruction to be provided for a pupil where,

(a) medical evidence that the pupil cannot attend school is provided to the principal; and

(b) the principal is satisfied that home instruction is required. O. Reg. 617/81, s. 9, *part*.

VICE-PRINCIPALS

12.—(1) A board may appoint one or more vice-principals for a school. R.R.O. 1980, Reg. 262, s. 13 (1).

(2) A vice-principal shall perform such duties as are assigned to the vice-principal by the principal. O. Reg. 617/81, s. 10.

(3) In the absence of the principal of a school, a vice-principal, where a vice-principal has been appointed for the school, shall be in charge of the school and shall perform the duties of the principal. R.R.O. 1980, Reg. 262, s. 13 (3).

PRINCIPALS, VICE-PRINCIPALS AND TEACHERS IN CHARGE OF SCHOOLS AND CLASSES ESTABLISHED UNDER PART XII OF THE ACT

13.—(1) Where, under section 289 of the Act, more than two classes where French is the language of instruction are established in an elementary school that is not a French-language elementary school, the board that operates the school shall appoint one of the teachers of such classes or a teacher who holds the qualifications required to teach such classes to be responsible to the principal for the program of education in such classes.

(2) Where the enrolment in classes established under section 291 of the Act in a secondary school that is not a French-language secondary school is more than seventy-five but not more than 200 pupils, the board that operates the school shall appoint one of the teachers of such classes or a teacher who holds the qualifications required to teach such classes to be responsible to the principal for the program of education in such classes. O. Reg. 617/81, s. 11, *part*.

(3) Where, in a secondary school, the enrolment in the classes referred to in subsection (2) is more than 200 pupils, the board shall appoint for such school a vice-principal who is qualified to teach in such classes and who shall be responsible to the principal for the program of education in such classes. R.R.O. 1980, Reg. 262, s. 14 (3).

(4) Despite subsections (1), (2) and (3), where a teacher who does not hold the qualifications referred to in such subsections was, on the 8th day of September, 1978, employed by the board as a teacher or vice-principal, as the case may be, to carry out the responsibility referred to in such subsections, the teacher shall be deemed to be qualified for such position in any elementary or secondary school, as the case may be, operated by that board or its successor board. O. Reg. 617/81, s. 11, *part*.

(5) Subsections (1) to (4) apply with necessary modifications to schools or classes for English-speaking pupils established under sections 289 and 301 of the Act. R.R.O. 1980, Reg. 262, s. 14 (5).

TEACHERS IN CHARGE OF ORGANIZATIONAL UNITS

14.—(1) The organization of a secondary school shall be by departments or other organizational units. O. Reg. 617/81, s. 12, *part*.

(2) A board shall appoint for each organizational unit of a secondary school a teacher to direct and supervise, subject to the authority of the principal, such organizational unit. R.R.O. 1980, Reg. 262, s. 15 (2).

(3) Where a program of technological studies or business studies is offered in a secondary school, the board that operates the school shall appoint a teacher to be in charge of each program, subject to the authority of the principal.

(4) A teacher appointed under subsection (2) or (3) shall not be appointed to be in charge of more than one organizational unit.

(5) A teacher appointed under subsection (2) or (3) shall hold specialist or honour specialist qualifications in one or more of the subjects taught in the organizational unit for which the teacher is appointed. O. Reg. 617/81, s. 12, *part*.

15.—(1) The organization of an elementary school may be by divisions or other organizational units. O. Reg. 617/81, s. 13, *part*.

(2) A board may appoint for each organizational unit of an elementary school a teacher to direct and supervise such organizational unit subject to the authority of the principal of the school. R.R.O. 1980, Reg. 262, s. 16 (2).

(3) A teacher appointed under subsection (2) shall hold specialist or honour specialist qualifications in respect of the organizational unit for which the teacher is appointed. O. Reg. 233/88, s. 8.

(4) Despite subsection (3), a teacher who, on the 30th day of June, 1981, had been appointed by the board to direct and supervise an organizational unit shall be deemed to be qualified in respect of such organizational unit operated by that board or its successor board. O. Reg. 617/81, s. 13, *part*.

Vision

"Learning is most important to success in life."

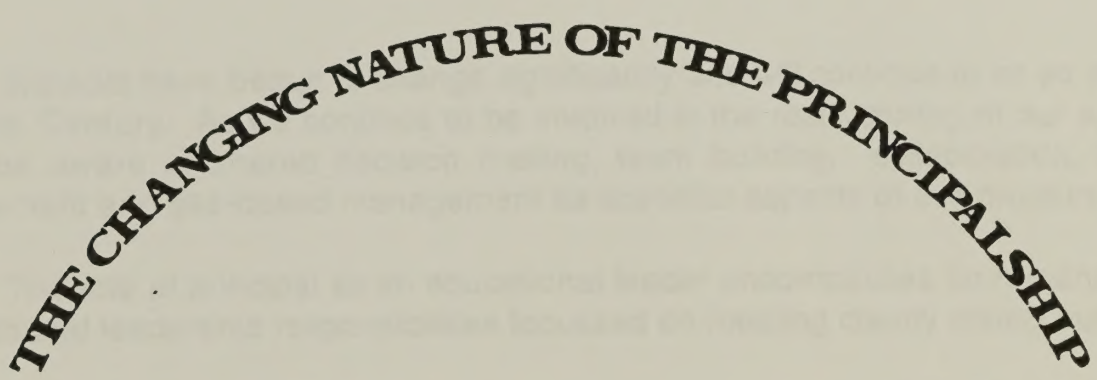
The vision of the Hamilton Board is to have a student-centred and school-based educational system which advocates and values a caring attitude, respect for diversity, accountability, innovation, trust and openness in communication, and challenges students to continued achievement.

This direction represents a refocussing on the students in the classroom.

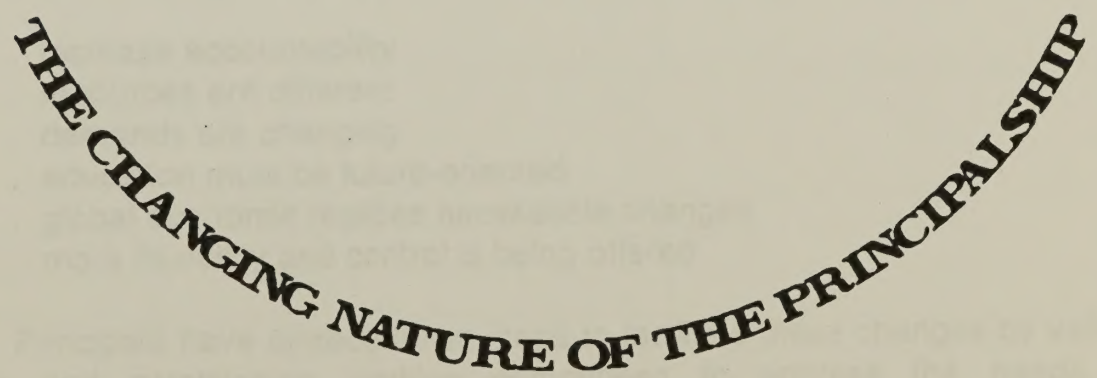
Support and development of this vision will provide Hamilton students with the capabilities to meet the challenges of the 21st century.

Mission Statement

The Hamilton Board of Education's purpose is to educate children and adults to enable them to enjoy life as creative, contributing, responsible members of society.



THE CHANGING NATURE OF THE PRINCIPALSHIP



INTRODUCTION

Schools have begun to change significantly and will continue to do so as we enter the 21st Century. As we continue to be involved in the restructuring of our system, we must be aware of shared decision making, team building, collaboration, community involvement and site-based management as essential aspects of this process.

The role of principal as an educational leader encompasses both managerial and instructional leadership responsibilities focussed on meeting clearly stated outcomes.

This paper was developed after reviewing the literature of Spady, Leithwood and Sergiovanni on 'Outcomes Based Education'. Michael Fullan's What's Worth Fighting For in the Principalship' and 'What's Worth Fighting For in our Schools' as well as several NASSP articles on the Restructuring of Schools. In addition to these materials our Board's perspective on the Changing Nature of the Principalship as presented in the Director's Report provided focus and direction.

Schools must continue to be effective and accountable. It is important that principals continue to manage, lead and support through times of ongoing change and be aware of the following givens:

- increase accountability
- resources are different
- demands are changing
- education must be future-oriented
- global economic realities necessitate changes
- more flexibility and control is being offered

Principals have already taken steps to facilitate these changes by validating their beliefs and establishing working committees to address the needs of school administrators in order to manage and lead in the most effective way.

This paper will clearly outline the role of the principal and the inherent leadership responsibilities.

THE CHANGING NATURE OF THE PRINCIPALSHIP

As Principals, we are educational leaders who make a difference by modelling:

- Trust
- Integrity
- Honesty
- Respect

Within our Association, our schools' communities and the system, we value interdependence and excellence. As such, we recognize and accept our responsibility for leadership, program, support and accountability.

As Principals, we will achieve the following outcomes:

- educate children and adults to become literate, caring, contributing, creative, responsible members of society.

- develop and maintain collaborative cultures.

- supervise, evaluate and foster professional growth for all employees.

- practise shared problem solving and decision making.

- create community partnerships through public relations and participation.

- ensure the effective and efficient operation of our schools using the resources available to us.

The role of the principal has evolved during a time of restructuring and reallocation of resources both human and material. Principals have accepted a broader range of responsibilities for their schools, community and the system. In order to achieve the above outcomes, principals continue to work interdependently, collaboratively and strategically with each other and senior administration as well as in partnership with the community. Time management is essential, priorities are critical and above all, principals must never lose sight of the vision of excellence for the children in schools.

The task of creating successful learning environments within our schools is a complex one as it is dependent on many factors that we must attempt to coordinate and facilitate at all levels. Principals are aware of the political realm that affects education in their schools and have become unified in their goal to be a valued partner in the decisions made at the system and Board level. As leaders, principals are the change agents in our system. They take an active role to ensure that the decisions made at all levels are in the best interests of the

children and staff in their schools. They continue through both administrative meetings and HPA, to support one another on committees where their input is critical to informed decision making. The new administrative structure enables principals to give and receive input through the system for the purpose of collaborative decision making.

Principals maintain a professional growth plan which will enable them to gain the knowledge, skills and attitudes necessary to work with all employees and partners involved in education. HPA provides professional development for its members so that collectively and individually, they can continue to develop the knowledge and skills necessary to supervise, evaluate and foster the professional growth of all employees within their schools. HPA members need to continue to work collaboratively with HTF and the Human Resources Department to develop a continuum of competencies and growth plans, thereby enabling principals to continue to practise effective staff development and relationships with all employees. The ability to network and share resources and expertise have become essential for principals to develop the competencies needed to be a leader in the nineties.

At the school level, principals demonstrate and implement their leadership skills with the staff and community to ensure that the needs of all children are met. With their staff, principals continue to develop and implement priorities for their schools using the school planning process. In their role as instructional leader, principals provide opportunities for staff inservice, help to develop action plans and are actively involved in the implementation of program priorities for their schools. In order to develop a collaborative culture within their school community principals provide opportunities for parents to become actively involved in the decision making process and help them understand the goals, programs and realities of today's educational system.

Within the school planning process, principals encourage and support all staff in the development of an individual growth plan, enabling them to grow professionally in a climate where risk taking and innovation are valued. The principal assumes the role of supervisor and evaluator in order to establish priorities for professional growth of all employees.

Possibly the biggest challenge facing principals today is their role in establishing community partnerships through public relations and participation. Principals need to develop a public relations plan which will not only involve the community in the school but also extend the school into the community. Principals need to develop the skills to establish effective Parent Advisory Councils within their schools. Principals should create opportunities for input from all sources and breakdown barriers that inhibit community involvement. In addition, principals should take an active role in pursuing and developing partnerships with businesses, organizations and social agencies within the community. The development of these partnerships offers many opportunities which will be mutually beneficial to the community and the school.

As principals, our role has not changed. Our priority has always been, "to educate children and adults to become literate, caring, contributing, creative, responsible members of society". The process has changed, thereby causing us to view our role and responsibilities with a new perspective. We will continue to work collaboratively with each other, senior Administration and in partnership with our community to ensure effective learning environments for all students and staff.

"APPENDIX F"

Revised September 8, 1994

ADMINISTRATIVE STRUCTURES - LOWER CITY

Chair – Bold

BUDGET

Doug Baker
Joe Bjegovich
Eto Corcione
Dave Hutton
Mary Johnson
Geza Kocis
Dave LaCombe
Bruce Mair
Dave McIsaac
Lindy Millen
John Scott
Richard Simpson

PLANNING

Gail Belisario
Judi Binns
Susan Fox
Suzanne Nolan
Georgina Pain
Donna Quigley
Al Scott
Marilyn Stewart
Karla Tessaro
Chuck Waterman

PERSONNEL

Jack Baxter
Gary Birch
Carl Burnell
Brian Castle
Lee Currie
Ken Drake
Eric Hipkiss
Clarke Johnson
Al Kunc
Al Male
Don Morrow
Dale Pyke
Jim Ruddle
Jim Stewart
Lee Swan
Lauren Tindall

PROGRAM

Doug Booth
Marg Bowman
Richard Bull
Rick Clark
Ed Grodecki
Barb Haverty
John Leek
Barb McSkimming
Doug Trimble
Kathy Watters
Linda Woolfrey-Cooper

POLICIES

Jane Evans
Paul Gordon
Ken Griffin
Ron Halmos
Jim Lindsay
Dave MacKenzie
Mike O'Connor
Marjorie Randall
Dave Repchuck
Brian Snell
Dave Staples
Lorrie Ann Wannamaker

PLANT

Chas Boecker
Orv Burlanyette
Jack Diverty
Bill Ferris
Gary Goodale - sub chair (accomm.)
Olga Hencher
Don Hostein - sub chair (plant)
Murray Kilby
Wanda Lane
Fred Neumann
Don Oliphant
Ted Ophoven – chair
Don Roppel
Liz Shuttleworth

Administrative Structures - Mountain

Accommodation

Ron Watson (c)
John Forbeck (c)
Eileen Collins
Larry Evans
Kel Flegg
Bud Knowles
Ian McNaughton
Phil Morgan
John Smees
Don Thorne
Jim Wilson

Finance/Budget

Ken Bain (c)
Frank Kovacs (c)
Dave Maddocks
Paul Murphy
Linda O'Grady
Cathy Powell
Marg Schneider
Gerry Cooper, A.A.
Grace Roberts, A.A.

Human Resources

Chuck Taylor (c)
Marguerite Babcock
Diane Cole
Barry Coombe
Bud Knowles
Peter McCarroll
Wanda McLaren
Brenda Mohoruk
Erin-Blythe Reddie
Doug Steele
Don Thorne

Planning

Jacquie Diverty (c)
Doris Boettger
Kathryn Brink
Brad Kuhn
Joan Morse
Diane Rawsthorn
Leann Yarwood

Policies and Procedures

Tim Dexter (c)
Catherine Youngblud (c)
Malcolm Curtis
Paul Dear
Dave Gallagher
Susan Joyce
Chris Lebi
Joanne McIntosh
Rob McGall
Gail Rappolt
Paul Smith
Harry Traini

Program

Carol Scaini (c)
Anne Puusepp (c)
Donna Calder
Trish Fulton
Dennis Griffin
Beth Jazvac
Barb Jepson
Anne Luxon
Jim Mackrory
Sue O'Brien
Marlene Rielly
Bob Russ

October 11, 1994

MEMO TO: **The Chairman and Members**
Operations and Finance Committee
Hamilton Board of Education
Hamilton, ON

FR: **Rick Binns, Superintendent,**
Human Resources Services

RE: **Freedom of Information Activities 1993/4 (F.O.I.)**

Report Classification: Information

Background

The Board has operated under the Municipal Freedom of Information and Privacy Act since January 1991. Under the requirements of the legislation, the board is responsible for:

- ✔ administration of personal privacy sections of the Act
- ✔ responding to formal written requests for access to records
- ✔ submitting an annual statistical report to Privacy Commissioner/Ontario

In 1993-1994 we have responded to fourteen formal requests, and assisted with over 100 advisory requests. ***(see Appendix 1 - Part 1)***

There were five appeals submitted to the Privacy Commission. Two of these appeals were resolved through the Commission's mediation process, and three have been presented by the Board to the Information and Privacy Commission (Orders pending). ***(see Appendix 1 - Part 2)***

The Board continues to meet the requirements of the Act, and privacy compliance remains high. A general awareness of our daily responsibilities for student and employee information is increasing. A strong network of resources is working together to provide answers to the day-to-day questions that arise about Freedom of Information issues.

Freedom of Information and Records Management Initiatives

1. Provincially:

Over the past year the Board has been represented in the Appeals Pilot Project through the Privacy Commission; policy development for a paper called "Teleworking: Working Out of the Office"; and in November, 1994, the Records Analyst will be presenting a workshop at the Commission's Annual Access and Privacy Conference.

2. Within the Board:

Maintenance of the Board's Directory of Records. This is a public listing of the general records of the Board. Changes in organizational structure often reflect changes to an existing department's records as amalgamation and streamlining continue.

A statement regarding the Board's Legal Authority to Collect Personal Information has been added to new and revised forms which are used by schools and administrative offices.

Employee Information guidelines have been developed for Human Resources Services relating to the access and retention of records.

Retention Schedules have been drafted for all departments of the Board, and work has begun to identify how long general and personal records in Program, Financial Services, Human Resources Services, and Administrative Services must be legally retained.

Issue

To present an update and provide information relating to the activities under Freedom of Information.

Recommendations

1. That this report be received for information.

Rationale

There is an ongoing need for the Board to continue to share general information. Providing access to general records will make the Board more readily accountable to employees, students and the public. The Board also recognizes the need to protect personal privacy of individuals under legislated provisions of the Act.

At the present time, the direct costs of processing Freedom of Information requests are low. However, factors that can increase these costs include the number of access requests that go to the appeal stage which require legal advice; preparation of affidavits to the Privacy Commission; and Board representation at appeal hearings.

Current Freedom of Information activities include - ongoing dialogue and interaction with schools and staff regarding routine access requests; clarifying inquiries regarding disclosure of personal information; and developing access procedures. All such calls are referred to Employee Relations for recommendation and advice.

Prepared by: **Karen Baxmeier, Records Analyst**
Human Resources Services

APPENDIX 1

The Board of Education for the City of Hamilton

Freedom of Information Activities

Type of Request	Number of Requests	Board Response	Reason Why Full Disclosure Not Granted
Part 1 - Formal Requests			
Personal Information	12	granted in full	
Personal Information	1	granted in part	Exemption to third party reference (Sec. 14(2)
Statistical/Research Information	1	not granted	Collection does not exist as requested (Sec. 22(1.a)
Part 2 - Appeals			
Appeals to Privacy Commission	5	decision pending (3) withdrawn (2)	

NOTES:

Personal information requests were of the following nature:
**** grievance notes***
**** interview notes***
**** employee benefits***
**** legal documentation***

General request was for:
**** tenders for painting schools***

Appeals were related to:
**** an individual's request for all records relating to a 1992 meeting with administration to discuss a 1991 appeal of an adult student's eligibility to participate in a sports program.***
**** existence of research reports on a school by school comparison***

MEMO TO: Chairman and Members
Operations and Finance Committee
Hamilton Board of Education

FROM: Donald W. Goodridge
Director of Education and Secretary

Gayla Brock-Woodland
Public Relations Officer

RE: Public Relations Policy

REPORT CLASSIFICATION: Decision

BACKGROUND:

In November 1993, the Board approved a four-year Public Relations Plan, including recommendations that a Public Relations Policy be developed to formalize the Board's commitment to:

* trust and openness in communication with internal and external audiences;

* and the development, review and evaluation of effective and systematic two-way communication programs at the school and system levels.

In April 1994, a Public Relations Policy input group was formed with representatives from selected key internal and external stakeholder groups. The group was chaired by the Public Relations Officer and included representatives of the Hamilton Principals' Association, the Hamilton Secondary School Principals' Council, trustees, and the Hamilton Council of Home and School Associations.

Public relations policies from boards of education across Canada were requested for review by the input group. Policies were reviewed from boards of educations, including: Calgary, Carleton, Edmonton, Halton, Lincoln County, North York, Saskatoon, Scarborough, Simcoe, Wellington County and Windsor.

Following review of these policies, the input group developed beliefs concerning the value and purpose of school and system-level public relations as well as key components of effective public relations programs.

A belief shared by all input group members was that the Public Relations Policy should encourage the systematic development of school and system-level public relations activities that directly support student achievement.

The input group produced a draft Public Relations Policy, which was distributed to representatives of Board federations, unions, principal association executives, Hamilton Council of Home and School Associations, the Freedom of Information Co-ordinator and the Equity Co-ordinator. Input received from these groups was positive and comments were considered for integration into the Public Relations Policy.

.../2

ISSUE:

To establish a Board Public Relations Policy to support the development of effective public relations programs at the school and system levels.

RECOMMENDATIONS:

That the following statement be approved as the Public Relations Policy of the Board:

"The Board is committed to the development, implementation and evaluation of effective two-way public relations programs at the system and school levels. These programs will be founded on the understanding that parent and community involvement and partnership is essential to the success of our students, organization and operations; and that all system and school public relations activities must be governed by openness, fairness and consistency."

RATIONALE:

The Public Relations Policy will be implemented through the Administrative Detail provided in Appendix I, attached.

The Public Relations Policy will promote the development of a planned and systematic two-way communication process that will support the Board in its mission to educate children and adults by:

* building stronger links between schools, parents, staff and the community;
* encouraging parent involvement in the education process, thereby supporting student achievement;
* increasing support and recognition of staff accomplishments to encourage teamwork, innovation and educational excellence;
* closing the gap between parent and public school experience and education today;
* increasing student and staff pride in educational endeavours;
* increasing public understanding of Board programs, available resources and services, objectives, as well as the accomplishments of students and staff;
* developing effective and cost-efficient public relations/communications channels.

The Public Relations Policy will support continued in-service for school leaders to foster the development of a consistent framework for school public relations programs.

APPENDIX I

A POLICY STATEMENT

The Board is committed to the development, implementation and evaluation of effective two-way public relations programs at the system and school levels. These programs will be founded on the understanding that parent and community involvement and partnership is essential to the success of our students, organization and operations; and that all system and school public relations activities must be governed by openness, fairness and consistency.

B ADMINISTRATIVE DETAIL

1. The Public Relations Officer, under the supervision of the Director of Education shall be responsible for:

- Public Relations planning at the system level, including the development, implementation and evaluation of a formal public relations plan that:

  (i) fosters two-way communication between the Board, parents and community to increase partnership and involvement in the education process;

  (ii) establishes formal and informal communication programs and channels that build understanding of Board policies, programs, procedures, services, resources and of new directions in education today;

  (iii) increases recognition of student, staff and total educational system achievements to promote educational excellence;

  (iv) provides training and communication materials for staff to enhance effective communication and development of a consistent and ongoing public relations planning process in all schools and departments;

  (v) develops communication networks with staff to provide timely and accurate information on Board priorities, decisions, programs and so forth, and to improve decision-making and co-operation in achieving the Board's mission and goals;

  (vi) encourages community feedback and provides the communication channels necessary for responding to inquiries from parents, community and media;

  (vii) includes the use of a variety of media such as publications, meetings, workshops, information lines, personal contacts, speakers, advertising etc.;

.../2

(viii) provides access for seeking additional information subject to the limitations of the Education Act and the Municipal Freedom of Information and Protection of Individual Privacy Act, 1989

2. **The Principal of the school, under the supervision of the Superintendent of Schools, and as part of school planning, shall be responsible for:**

- Development, implementation and evaluation of two-way communications programs that :

  (i) encourage dialogue and co-operation with parent and community partners;

  (ii) meet the unique needs of students, parents and community;

  (iii) encourage parent and community involvement in the education process to support student achievement and improve school programs and services;

  (iv) supplement and support Board public relations programs by increasing understanding of system and school programs, priorities, policies, procedures, resources and student needs;

  (v) build recognition of student and staff achievements to encourage educational excellence;

  (vi) provide methods to respond in a timely, open and honest manner to parent, community and media inquiries subject to the limitations of the Education Act and the Municipal Freedom of Information and Protection of Individual Privacy Act, 1989;

  (vii) include the use of informal and formal methods of communication as well as a variety of media, such as publications, meetings, information sessions, personal contacts, community events etc.

  (viii) are developed in consultation with parent, employee, student (as appropriate) and other key external stakeholder groups.

  (ix) are reviewed on a regular basis and shared with parents, staff and other key school community audiences.

3. **Managers, supervisors, co-ordinators and consultants, under the supervision of the Superintendent, and as part of regular planning, shall be responsible for:**

- Development, implementation and evaluation of two-way communications programs that :

  (i) support the effective development and implementation of new initiatives, such as programs, policies and services.

.../3

(ii) encourage dialogue and co-operation with parent and community partners in conjunction with the development of Board programs, policies, and services;

(iii) encourage parent and community involvement in the education process to support student achievement and improve school programs and services;

(iv) supplement and support Board public relations programs by increasing understanding of system and school programs, priorities, policies, procedures, resources and student needs;

(v) provide methods to respond in a timely, open and honest manner to parent, community and media inquiries subject to the limitations of the Education Act and the Municipal Freedom of Information and Protection of Individual Privacy Act, 1989;

(vi) include the use of informal and formal methods of communication as well as a variety of media, such as publications, meetings, information sessions, personal contacts, community events etc.

(Review Date: October, 1999)

CATHOLIC EDUCATION IN KENT COUNTY

Referred by 1994 09 20 Board

OFFICE OF THE

SEP 14 1994

DIRECTOR OF EDUCATION

September 8, 1994

Director of Education
All School Boards in Ontario

Dear Director:

Re: Ontario Parent Council

At a recent meeting of the Kent County Roman Catholic Separate School Board, the Trustees reviewed the research findings and recommendations of the Ontario Parent Council, made to the Minister of Education and Training.

The recommendations made by the Ontario Parent Council place parents in a governance role currently played by trustees and administration. The Board is concerned that this would create inconsistency among the schools in our system, and that the role of the trustee would be diminished and fragmented. The Board is also concerned about the high cost of establishing and maintaining this Council.

The Kent County Roman Catholic Separate School Board's resolution was for a letter to be sent to the Minister of Education and Training, objecting to the recommendations and the cost of establishing and maintaining the Ontario Parent Council, with copies to go to all school boards in the Province.

We respectfully request your support of this position.

Yours sincerely,

A.J. Easton
Director of Education

Enclosure.

A.J. "SANDY" EASTON
Director of Education
and Secretary Treasurer

B.A. CYRENNE
Superintendent of Business

KENT COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD

605 Baldoon Rd., PO Box 2003 Chatham, Ont. Phone 519-354-5170 Fax 519-354-4170 N7M 5L9

CATHOLIC EDUCATION IN KENT COUNTY

August 25, 1994

OFFICE OF THE

SEP 1-1

DIRECTOR OF EDUCATION

The Honourable David Cooke
Minister of Education and Training
Mowat Building, Queen's Park
Toronto, Ontario M7A 1L2

Re: Ontario Parent Council Recommendations

Dear Minister Cooke:

At its meeting of Tuesday, August 16, 1994, the Kent County Roman Catholic Separate School Board reviewed the recommendations to the Ministry, by the Ontario Parent Council.

Currently, our school system has a policy in place, whereby every school must have a formal parent-school liaison group in place, with mandated guidelines and expectations for parental involvement.

The recommendations made to you by the Ontario Parent Council include parents having a very real and formal role in policy making decisions and in the governance role currently played by trustees and administration. The Board is concerned that this would create inconsistency among the schools in our system, and that the role of the trustee would be diminished and fragmented. The Board is also concerned about the high cost of establishing and maintaining this Council, and the cost for the services of an outside agency to conduct research on parental involvement. The 28% response to the survey represents the opinion of only 555 of Ontario's parents and in the Board's view this is not a very fair representation of the preferences of our Province's parent population.

The Kent County Roman Catholic Separate School Board respectfully requests your consideration of their views on the Ontario Parent Council.

Yours, sincerely,

A.J. Easton
Director of Education

cc: Premier Bob Rae
Patrick Hayes, MPP
Randy Hope, MPP
Ontario Separate School Trustees' Association

A.J. "SANDY" EASTON
Director of Education
and Secretary Treasurer

B.A. CYRENNE
Superintendent of Business

KENT COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD

535 Baldoon Rd., PO Box 2003 Chatham, Ont. Phone 519-354-5170/Fax 519-354-4173 N7M 5L3

1994 10 11

TO: The Chairman and Members
Operations and Finance Committee

FROM: P. Shewfelt
Superintendent of Finance and Treasurer
D. Sage
Manager, Audit and Assessment

RE: **1994 PROPERTY ASSESSMENT APPEALS**

REPORT: FOR INFORMATION

BACKGROUND:

When an assessment complaint is filed by a ratepayer, the Assessment Review Board (A.R.B.) conducts a hearing. Parties to the proceedings include the Assessment Commissioner, the Municipality and the complainants. Since our Board is not a party to the proceedings, our reliance for information, on A. R. B. hearings, rests with the Region and City.

Recently, the Regional Assessment Commissioner advised this Board on the settlement of three major assessment appeals that have been outstanding for many years. The Assessment Review Board has processed Minutes of Settlement for the commercial and industrial assessment appeals of Tenneco Inc. (J. I. Case), Stelco and Commonwealth Hospitality Limited (Holiday Inn). (See APPENDIX A)

Section 36(a) of the Assessment Act prohibits any change to the assessment roll until all complaints, appeals or other proceedings concerning the assessment have been formally resolved. When the final determination reduces the assessment, taxes levied and payable are to be adjusted and any overpayment refunded by the Municipality. The City of Hamilton has indicated that approximately $4 million will be refunded to these companies. The Board's share of this payout is estimated at $2 million. When assessment is lost and the taxable base is reduced, the Ministry of Education and Training provides compensating grants. Using the prescribed method in 1993 application, we estimate the Ministry's rate of grant to be 61% of the Board's expected payout.

The Assessment Commissioner has advised that these settlements should clear up the majority of large commercial and industrial assessment appeals which have been outstanding in the City of Hamilton for the past several years.

RECOMMENDATION:

That this report be received for information.

RATIONALE:

Exact calculations on the years involved and the liability distribution between parties has not been finalized. It is expected that final disposition of these tax appeals will be forthcoming prior to the closing of our 1994 fiscal year. In the interim, we will continue to dialogue with the City and seek the necessary support from both the Ministry and our external auditors, MacGilllivray Partners. When the Board's position has been confirmed, full disclosure and recommended financial treatment will be brought back to Committee for approval.

APPENDIX A

ESTIMATE OF LOSS FROM ASSESSMENT APPEALS

	ASSESSMENT LOSS	ESTIMATED GROSS TAX REVENUE LOSS	ESTIMATED BOARD SHARE OF TAX LOSS	ESTIMATED MINISTRY SHARE OF TAX LOSS	ESTIMATED NET BOARD PAYOUT
STELCO					
1991	$2,767,500	$1,300,000			
1992	$1,267,500	$500,000			
1993	$165,200	$66,000			
1994	$293,000	$134,500			
TOTAL	**$4,493,200**	**$2,000,500**	**$912,300**	**$556,500**	**$355,800**
HOLIDAY INN					
1987	$393,700	$106,000			
1988	$238,900	$84,100			
1989	$238,900	$91,100			
1990	$238,900	$102,500			
1991	$238,900	$105,700			
TOTAL	**$1,349,300**	**$489,400**	**$270,000**	**$164,700**	**$105,300**
TENNECO					
1984	$372,300	$98,900			
1985	$372,300	$105,200			
1987	$372,300	$121,600			
1988	$406,200	$129,900			
1989	$343,300	$140,400			
1990	$343,300	$158,100			
1991	$343,300	$163,000			
1992	$343,300	$170,000			
1993	$366,800	$171,900			
1994	$366,800	$170,800			
TOTAL	**$3,629,900**	**$1,429,800**	**$744,700**	**$454,200**	**$290,400**
GRAND TOTALS	**$9,472,400**	**$3,919,700**	**$1,927,000**	**$1,175,400**	**$751,500**

This appendix has been presented on a consolidated basis. Residential, Commercial and Industrial assessment and mill rates have been combined (i.e. elementary/secondary) in order to simplify this exhibit.

TO: The Chairman and Members of
The Operations and Finance Committee
1994 10 11

FROM: Paul Shewfelt, Superintendent of Finance and Treasurer
Greg Rutledge, Controller

RE: **Three Year Projection of Expenditures/Revenues**
(1995/96/97)
1995 Highlights

REPORT: For information

BACKGROUND:

A progress report was provided to Senior Management in September, based on the best information available at that time and is currently under review.

The projections contained in this report have been determined on a macro basis. The next three months will be critical in the development of our 1995 Budget in detail.

Although the three year projection covers 1995,96,97, this report concentrates primarily on our fiscal year: January to December, 1995.

Appendix A: Summary of 1995 Highlights
Appendix B: Impact on Levy for Mill Rate
Appendix C: Ten Year Expenditure/Revenue Budget Comparison
Appendix D: Enrolment Projections
Appendix E: Three Year Expenditure/Revenue Projection

Based on this operational document, decisions will need to be made around the allocation of resources based on needs.

ISSUES:

To share with Trustees a progress report on our projections of Expenditures/Revenues.

RECOMMENDATION:

That this progress report on the Three Year Projection of Expenditures/Revenues be received for information.

...2

RATIONALE:

For resource management purposes, a projection of expenditures/revenues is required at this time to forecast our 1995 financial position without having all the details of school/department needs. One of it's prime purposes is to identify revenues available to operate our school system.

This financial framework will guide our strategies in the development of the 1995 Budget and future years.

Attachments:

Appendix A: Summary of 1995 Highlights
Appendix B: Impact on Levy for Mill Rate
Appendix C: Ten Year Expenditure/Revenue Budget Comparison
Appendix D: Enrolment Projections
Appendix E: Three Year Expenditure/Revenue Projection

APPENDIX A

SUMMARY OF 1995 HIGHLIGHTS

Our projections are based on the following assumptions and comments:

Remuneration:

* Salaries, wages and benefits have decreased by $2.7 million primarily as a result of the change in the social contract target of $2.1 million. The target has increased from $5.5 million to $7.7 million due to the reduction in teacher pension plan credits in year 2. The decrease in staff for social contract/negotiations has been substantially offset by the social contract target and the reinstatement of increments. Further, category upgrades and staffing increases due to enrolment will add to the 1995 Budget.

Fixed:

* Increase of $2.2 million in debt charges due to the debenturing of capital projects eg. Hillsdale, Hill Park, Queen Mary Source: 1994 Draft Accommodation Report

* Liability premiums have increased by $70,000 (20%) for 1995 in anticipation of higher premiums due to an increase in the number and size of claims experienced by the insurer (OSBIE). 1996 estimated increase of 10% and 1997 of 5%.

* Increase of $325,000 in tuition fee expenditures for approximately 40 - 45 students attending other boards

* Energy, computer mainframe rentals and transportation projections are based on 1994 information

* Projected increase of $450,000 in 1995 Chargeback of Taxes is based on 10 year average annual increase. This does not reflect the disposition of a $2.0 million in unexpected write-off re recent assessment appeal settlements

Variable:

* Expenditures maintained at 1994 level

Revenue:

* Decrease of $1.9 million in General Legislative Grants is primarily as a result of Year 2 of Social Contract.

* The new Assessment Equalization Factors (A.E.F.) are being phased-in over 4 years that cost approximately $2.5 million per year. In 1995, this reduction is offset by anticipated increases in enrolment per the 1994 "Draft" Accommodation Report and students attending other boards. The A.E.F. is a preliminary estimate provided by the Ministry of Education and Training (M.E.T.) and subject to change.

....2

SUMMARY OF 1995 HIGHLIGHTS

(Revenue cont'd)

* 1995 is the final year for the Special Support for Pooling Grant

* Increase of $225,000 in Supplementary Taxes, Payments In Lieu and Telephone & Telegraph based on 10 year average annual increase

* Decrease of $260,000 in tuition fee revenue due to reduction in non-residents

* Decrease of $130,000 in rental revenue due primarily to tenant moving out of Central School

* Assumes no surplus/deficit for 1994/95/96

* No provision for the potential transfer of Wentworth County students from Sherwood to the new Wentworth County school to possibly open in late 1995 or early 1996.

Other Provincial Revenue:

* - No provision has been made for the Pay Equity grant pending clarification from M.E.T. (1994 grant was $960,000)

Other Revenue:

* - No provision has been made to use the Mill Rate Stabilization Reserve. Balance of $1.4 million

Assessment Base:

* Reduced by $14 million in 1995 vs 1994

* Reduction in assessment base due to minimal growth in the residential base and a continuing decline in the commercial base. In addition, pooling will continue to erode our share of the pooled commercial base. The M.E.T. is planning to revise the pooling legislation so that the assessment will now be shared based on the enrolment ratio rather than residential/farm assessment effective 1996. A provision has been made for this change although the M.E.T. has not provided details to define enrolment

APPENDIX B

Impact on Levy For Mill Rate

1995 Levy - Projected	$ 169,435,000
1994 Levy - Actual	155,780,000
Increase in Levy	$ 13,655,000

Summary of **Changes** in Expenditures/Revenues Causing an Increase in the Levy:

Remuneration:

Salaries,Wages and Employee Benefits		$(2,717,000)

Fixed:

Debt Charges	2,205,000	
Insurance	73,000	
Tuition Fees	325,000	
Chargeback of Taxes	453,000	3,056,000

Variable:

		341,000
Net Increase in Expenditures		680,000

Revenue:

General Legislative Grants	1,891,000	
Suppl. Taxes, PIL, T&T	(225,000)	
Tuition Fees	260,000	
Other Revenue		
Pay Equity	960,000	
Mill Rate Stabilization Reserve	4,529,000	
Miscellaneous	279,000	
Rental Revenue	130,000	
Surplus	5,151,000	
Net Decrease in Revenues		12,975,000
Increase in Levy - Projected		$13,655,000

TEN YEAR EXPENDITURE BUDGET COMPARISON

LINE	CLASSIFICATION	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	TEN YEAR INCREASE AMOUNT	%	AVG. ANNUAL INCR.
1	SALARIES & WAGES	$ 113,548,940	121,242,079	127,586,344	136,522,546	146,612,550	162,438,125	179,948,050	193,679,782	207,670,591	208,980,862	200,969,128	87,420,188	77.0%	6.0%
2	EMPLOYEE BENEFITS	8,400,773	9,036,475	9,993,854	10,642,544	11,840,937	12,930,612	16,583,076	18,896,185	21,979,092	22,593,693	24,402,124	16,001,351	190.5%	10.6%
3	TRAVEL EXPENSE	198,942	211,650	219,096	217,396	251,320	275,135	275,135	333,149	322,319	299,337	269,775	70,833	35.6%	4.4%
4	PERSONNEL TRAINING	251,733	286,384	361,731	426,547	642,698	796,947	818,878	856,541	459,010	395,790	405,755	154,022	61.2%	8.0%
5	BURSARIES/STUDENT AID	54,000	65,600	92,000	91,345	101,350	105,825	107,110	113,250	117,775	117,775	117,775	63,775	118.1%	8.7%
6	BOOKS,FILMS & SOFTWARE	2,578,417	2,537,106	2,642,094	2,722,661	4,432,482	4,510,155	4,090,951	3,897,132	2,014,977	1,677,987	1,593,097	(985,320)	(38.2%)	(0.9%)
7	ENERGY COSTS	5,374,600	5,277,000	4,830,000	4,913,000	4,695,500	4,340,000	4,641,000	4,838,475	5,212,110	5,523,000	5,900,000	525,400	9.8%	0.4%
8	REPAIRS BLDGS. & GRNDS.	2,716,160	2,844,268	2,897,720	3,009,763	3,362,013	4,204,365	4,521,251	4,968,142	4,072,328	4,036,000	2,614,000	(102,160)	(3.8%)	4.6%
9	SUPPLIES & SERVICES	7,398,412	8,112,577	8,368,862	8,827,015	9,919,542	10,814,763	11,740,282	12,087,305	10,911,895	9,870,082	9,341,368	1,942,956	26.3%	4.1%
10/12	NEW/REPL. EQUIPMENT	2,522,241	2,746,709	2,381,756	2,400,816	3,658,761	3,782,771	1,808,846	3,702,430	1,420,825	2,092,060	1,674,301	(847,940)	(33.6%)	9.0%
11	DEBT CHARGES	3,972,496	3,912,697	2,528,742	2,294,620	1,567,565	1,162,940	1,253,026	1,490,024	2,333,088	2,487,696	2,250,100	(1,722,396)	(43.4%)	(1.4%)
13	CAPITAL FROM CURRENT	648,150	925,000	864,700	616,500	969,000	1,287,700	6,372,500	3,405,315	2,864,000	2,311,000	1,504,529	856,379	132.1%	41.1%
14	PERM. IMPROVEMENTS	526,291	596,824	594,179	230,650	826,381	1,038,260	987,110	770,501	888,581	782,606	557,321	31,030	5.9%	21.2%
15	RENTALS	709,026	828,260	1,000,519	1,063,077	1,651,389	1,896,384	2,022,694	2,324,710	2,632,509	2,794,112	2,783,515	2,074,489	292.6%	15.5%
16	FEES & CONTRACTUALS	2,713,003	2,854,357	3,598,143	4,050,223	5,051,590	5,437,629	6,007,529	6,986,794	6,792,262	6,496,055	6,011,132	3,298,129	121.6%	9.6%
17	TUITION FEES	58,500	62,955	57,240	1,329,516	1,580,105	1,993,938	2,914,670	3,382,910	3,997,893	4,567,148	5,109,563	5,051,063	8634.3%	236.1%
18	WORKING CAPITAL	175,000	0	0	0	250,000	250,000	250,000	50,000	0	0	0	(175,000)	(100.0%)	(28.0%)
19	CHARGE BACK OF TAXES	909,563	881,131	1,233,814	1,155,000	1,567,214	1,279,451	1,625,189	1,622,131	2,349,529	2,596,289	3,110,180	2,200,617	241.9%	13.0%
20	OTHER EXPENSE	400,092	534,242	745,829	934,952	2,144,814	2,661,171	2,118,282	2,475,118	1,353,457	8,174,093	753,717	353,625	88.4%	70.7%
	TOTAL	$ 153,156,339	162,955,314	169,996,623	181,448,171	201,125,211	221,206,171	248,085,579	265,879,894	277,392,241	285,795,585	269,367,380	116,211,041	75.9%	
	% INCREASE/(DECREASE)	7.2%	6.4%	4.3%	6.7%	10.8%	10.0%	12.2%	7.2%	4.3%	3.0%	(5.7%)			6.0%

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TEN YEAR REVENUE BUDGET COMPARISON

CLASSIFICATION	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	TEN YEAR INCREASE AMOUNT	%
LEVY	$ 89,084,747	96,748,249	97,977,175	105,746,619	115,542,896	128,453,425	152,381,933	153,982,118	159,288,895	160,176,270	155,780,487	66,695,740	74.9%
SUPPL. TAXES,P.I.L.,T&T.,& SUR/DEF	7,448,887	6,083,109	8,173,306	6,493,078	8,074,314	10,922,350	6,371,851	10,943,774	13,702,904	15,354,434	12,451,772	5,002,885	67.2%
PAYMENT TRANSFERS	0	0	0	1,551,717	813,564	511,608	130,700	27,500	0	0	0	0	0.0%
REFUND OF TAXES	0	0	5,443,253	0	545,000	0	0	0	0	2,324,268	0	0	0.0%
	96,533,634	102,831,358	111,593,734	113,791,414	124,975,774	139,887,383	158,884,484	164,953,392	172,991,799	177,854,972	168,232,259	71,698,625	74.3%
PROVINCIAL GRANTS	51,275,703	52,940,682	51,727,002	59,331,834	64,547,690	64,139,817	69,442,947	81,716,110	83,624,654	89,005,861	77,521,599	26,245,896	51.2%
OTHER PROVINCIAL REVENUE	184,100	197,200	316,000	275,400	177,199	494,700	567,317	935,629	1,029,409	670,236	2,058,607	1,874,507	1018.2%
TUITION FEES	2,358,411	2,345,808	2,575,952	5,096,828	8,216,654	13,029,050	15,907,941	15,227,765	16,106,305	15,712,163	15,103,892	12,745,481	540.4%
RECOVERY OF TRANSPORTATION EXP.	0	40,000	26,668	37,000	31,000	55,000	62,500	60,000	60,000	70,000	70,000	70,000	0.0%
RENTAL REVENUE	685,543	749,110	1,064,748	1,168,495	1,086,719	907,216	796,160	820,208	730,064	569,052	556,073	(129,470)	(18.9%)
RECOVERY OF CAPITAL EXPENDITURE	25,000	58,000	33,000	55,000	50,000	46,000	46,000	47,000	57,000	46,500	49,500	24,500	98.0%
TRF. FROM OTHER FUNDS & RESERVES	109,300	1,833,154	122,509	0	0	0	0	0	250,000	0	4,529,090	4,419,790	4043.7%
OTHER REVENUE	1,984,648	1,960,002	2,537,010	1,692,200	2,040,175	2,647,005	2,378,230	2,119,790	2,543,010	1,866,801	1,246,360	(738,288)	(37.2%)
TOTAL	$ 153,156,339	162,955,314	169,996,623	181,448,171	201,125,211	221,206,171	248,085,579	265,879,894	277,392,241	285,795,585	269,367,380	116,211,041	75.9%
% INCREASE/(DECREASE)	7.2%	6.4%	4.3%	6.7%	10.8%	10.0%	12.2%	7.2%	4.3%	3.0%	(5.7%)		
TAXES ON $5,000 AVERAGE ASSESSED HOME	$ 512.42	$ 553.39	$ 558.60	$ 641.84	$ 690.79	$ 744.68	$ 879.44	$ 888.93	$ 930.59	$ 950.99	$ 950.99	$ 438.57	85.6%
INCREASE OVER PREVIOUS YEAR	21.82	40.97	5.21	83.24	48.95	53.89	134.76	9.49	41.66	20.40	0.00		
%	4.4%	8.0%	0.9%	14.9%	7.6%	7.8%	18.1%	1.1%	4.7%	2.2%	0.0%		
PERCENTAGE OF FINANCING FROM ALL SOURCES													
LEVY	58.1%	59.4%	57.7%	58.3%	57.4%	58.0%	61.4%	58.0%	57.5%	56.0%	57.8%		
SUPPL.TAXES,P.I.L.,T&T.,SURPLUS, PAYMENT TRFS. & REFUND OF TAXES	4.9%	3.7%	8.0%	4.4%	4.7%	5.2%	2.6%	4.1%	4.9%	6.2%	4.6%		
PROVINCIAL GRANTS	33.5%	32.5%	30.4%	32.7%	32.1%	29.0%	28.0%	30.7%	30.1%	31.1%	28.8%		
OTHER REVENUE	3.5%	4.4%	3.9%	4.6%	5.8%	7.8%	8.0%	7.2%	7.5%	6.7%	8.8%		
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

ASSUMPTIONS USED IN THE THREE YEAR EXPENDITURE/REVENUE PROJECTION

ENROLMENT ESTIMATES

ELEMENTARY

	1994		1995		1996		1997	
	HEADCOUNT	F.T.E. *	HEADCOUNT	F.T.E. *	HEADCOUNT	F.T.E. *	HEADCOUNT	F.T.E. *
RESIDENT & NON-RESIDENT PUPILS	27,009	24,123.66	27,066	24,184.77	27,216	24,310.47	27,322	24,409.17
		+57		+150		+106		

SECONDARY

	1994		1995		1996		1997	
	HEADCOUNT	F.T.E. *	HEADCOUNT	F.T.E. *	HEADCOUNT	F.T.E. *	HEADCOUNT	F.T.E. *
RESIDENT & NON-RESIDENT PUPILS	14,050	13,140.68	14,344	13,042.71	14,637	12,930.13	14,928	12,930.13
		+294		+293		+291		

NOTES: The "headcount" figures where derived from the Draft 1994 Accommodation Report.
Enrolment figures have not been adjusted to reflect the potential transfer of Wentworth County students at Sherwood to the new Wentworth County school opening September 1995.

* F.T.E.= Full Time Equivalent; determined based of the following weighting: September of previous year - 10%, February of current year - 50%, September of the current year - 40%, and pupils prorated for less than full time. This is consistent with current Ministry practice.

APPENDIX. E.

The Board of Education for the City of Hamilton
Three Year Expenditure Projection

	1994 Approved Budget	% Change over Prior Yr.	PROFORMA 1995	% Change over Prior Yr.	1996	% Change over Prior Yr.	1997	% Change over Prior Yr.	
Remuneration									
Salaries & Wages	$ 206,510,728		206,324,000						
Employee Benefits	24,402,124		23,999,000						*
	230,912,852	(3.80%)	230,323,000	(0.26%)					
Social Contract	(5,541,600)		(7,669,000)						
	225,371,252	(2.68%)	222,654,000	(1.21%)	225,799,000	1.41%	229,088,000	1.46%	
Fixed									
Energy	5,900,000		5,900,000		5,900,000		5,900,000		*
Debt Charges	2,250,100		4,462,000		4,538,000		4,562,000		
Rentals - Comp. Mainframe	2,460,000		2,460,000		2,460,000		2,460,000		*
Fees & Contractuals									
- Transportation	5,083,242		5,083,000		5,083,000		5,083,000		*
- Insurance	424,130		497,000		529,000		547,000		
Tuition Fees	5,109,563		5,435,000		5,472,000		5,476,000		
Charge Back of Taxes	3,110,180		3,563,000	**	4,144,000		4,721,000		
	24,337,215	5.10%	27,400,000	12.58%	28,126,000	2.65%	28,749,000	2.22%	
Variable									
Consumables									
Travel	269,775								
Personnel Training	405,755								
Bursaries & Student Aid	117,775								
Books, Films & Software	1,593,097								
Supplies & Services	9,341,368								
Other Expense	598,017								
	12,325,787								
Contractuals									
Rentals - Other	323,515								
Fees & Contr. - Other	503,760								
	827,275								
Capital									
Repairs Bldgs & Grnds	2,614,000								
New & Repl. Equipment	1,674,301								
Capital from Current	1,504,529								
Perm. Improvements	557,321								
	6,350,151								
Other									
Working Capital	0								
Transfer to Reserves - Rentals	155,700								
	155,700								
	19,658,913	(36.72%)	20,000,000	1.74%	20,000,000	0.00%	20,000,000	0.00%	*
Total Operating Expenditures	$ 269,367,380	(5.75%)	270,054,000	0.25%	273,925,000	1.43%	277,837,000	1.43%	

* Represents 1994 information. To be amended for 1995, 1996 & 1997.

** Potential for significant change.

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APPENDIX. E.

The Board of Education for the City of Hamilton
Three Year Revenue Projection

	1994 Approved Budget	% Change over Prior Yr.	PROFORMA 1995	% Change over Prior Yr.	1996	% Change over Prior Yr.	1997	% Change over Prior Yr.
Fixed								
General Legislative Grants	$ 83,063,199		83,300,000					
Social Contract	(5,541,600)		(7,669,000)					
	77,521,599		75,631,000		73,922,000		73,558,000	
Suppl. Taxes, T&T, PIL	7,300,597		7,525,000		7,725,000		7,925,000	
Tuition Fees	15,103,892		14,843,000		14,790,000		14,775,000	
	99,926,088	(11.30%)	97,999,000	(1.93%)	96,437,000	(1.59%)	96,258,000	(0.19%)
Variable								
Other Provincial Revenues	2,058,607		960,000		1,055,000		1,055,000	
Recoverable Transportation	70,000		70,000		70,000		70,000	
Rental Revenue	556,073		430,000		430,000		430,000	
Capital Recoveries	49,500		50,000		50,000		50,000	
Other Revenue	5,775,450		1,110,000		1,120,000		1,130,000	
	8,509,630	164.00%	2,620,000	(69.21%)	2,725,000	4.01%	2,735,000	0.37%
Surplus/(Deficit)	5,151,175		0		0		0	
Levy for Mill Rate	155,780,487		169,435,000	8.77%	174,763,000	3.14%	178,844,000	2.34%
	160,931,662	(5.20%)	169,435,000	5.28%	174,763,000	3.14%	178,844,000	2.34%
Total Operating Revenues	269,367,380	(5.75%)	270,054,000	0.25%	273,925,000	1.43%	277,837,000	1.43%
Realty Taxes	$ 950.99	0.00%	1,051.66	10.59%	1,084.69	3.14%	1,113.05	2.61%
Assessment Base	820,146,302		806,552,941		806,552,941		804,335,294	

1994 10 06
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News Release

ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

OPSBA

Communiqué

ASSOCIATION DES CONSEILS SCOLAIRES PUBLICS DE L'ONTARIO

August 23, 1994

For more information:
Heather Dion, Director of Communications

WORKERS' COMPENSATION LEGISLATION COULD COST PUBLIC SCHOOL BOARDS AND TAXPAYERS

(Toronto): Ontario's public school boards and their taxpayers could be stuck with part of the $12 billion unfunded liability in the workers' compensation system unless changes are made to Bill 165, the workers' compensation reform legislation now under consideration at Queen's Park.

"It is irresponsible for the provincial government not to identify ways to address the enormous unfunded liability with Bill 165," said Donna Cansfield, president of the Ontario Public School Boards' Association. "This puts school boards and their taxpayers in a financially threatening position at a time when the Ministry of Education and Training wants as much money as possible to go to classroom needs."

"While Ontario's public school boards want an effective workers' compensation system that meets the needs of employees and employers, they're already strapped by enormous costs associated with other provincial legislation that doesn't directly benefit students," said Cansfield. "What we want is an effective workers' compensation system that is financially responsible and doesn't place undue risk on public school boards, their 100,000 employees and local property taxpayers.

Among many recommendations made to the Queen's Park resources development committee, Cansfield said

- the principle of financial responsibility must be included within the purpose of Bill 165 and
- the power to penalize, if utilized with respect to vocational rehabilitation programs, must apply to workers as well as employers.

"The way Bill 165 is now written is simply financially irresponsible and reforms nothing," said Cansfield. "Any changes to the workers' compensation system must provide coverage to all employees and put the system on a secure financial footing. As well, changes must be fair to all parties, including school boards and their employees and taxpayers, and cognizant of their ability to pay."

The Ontario Public School Boards' Association teamed up with the Metro Toronto Board of Trade to present detailed comments about Bill 165 to the Queen's Park committee

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THE BOARD OF TRADE OF METROPOLITAN TORONTO

Comments and Recommendations concerning Bill 165 - Workers' Compensation Reform

1. The Purpose Clause

The Labour/Management Purpose Clause contained several elements - a fair benefit system, the requirement that the WCB's board of directors exercise the highest level of financial responsibility and accountability, and, most importantly, the obligation that any proposed changes to benefits, services, programs and policies be thoroughly analyzed with respect to their financial impact on the system. The Purpose Section in the Bill deals only with "fair compensation" and the provision of other benefits already prescribed by the Act.

The only thing achieved by the Bill's Purpose Clause is the introduction of the concept of fairness in compensation for lost-time injuries. However, lost-time benefit levels are established by the Act. Compensation benefits are not established by reference to what is notionally fair in the circumstances. At first blush, the legislative draftspersons have rendered the Purpose Clause meaningless.

The reference to fairness in the Labour/Management Purpose Clause took its meaning from the other elements of the Clause - that is, fairness within the context of financial responsibility and the knowledge of the financial consequences of changing benefit policies to the health of the system.

The Purpose Clause must be redrafted to reflect the financial responsibility framework which was a fundamental part of the negotiated labour/management bargain.

2. The Powers and Responsibilities of the Board and the board of directors

Section 58 of the Act is amended to require the board of directors to act in a financially responsible and accountable manner. Section 65 is amended by adding two new subsections, Section 65(3.1) and Section 65(3.2). These subsections require the Workers' Compensation Board (the "Board"/the "WCB") to ensure that "... generally accepted advances in health sciences and related disciplines are reflected in benefits, services, programs and policies in a way that is consistent with the purposes of the Act;" (emphasis added) and,

"... the Board shall evaluate the consequences of any proposed change in benefits, services, programs and policies to ensure that the purposes of this Act are achieved." (emphasis added)

It is critical to understand that these powers and obligation refer to the abbreviated Purpose Clause that only relates to the program of benefits. The combination of adding the abbreviated Purpose Clause and amending Sections 58 and 65 of the Act is to ensure that stress claims, for example, and any other emotional/behavioral condition that may be related to work, will be accepted without regard to the financial consequences of expanding the scope of entitlement under the Act.

This subverts the entire rationale of the Business Caucus for participating in the PLMAC exercise. As the Business Caucus stated in its November 18, 1993 Proposal:

> "Workers' compensation in Ontario is in crisis. The system is already technically bankrupt and owes workers $11 Billion more than it has money to pay them. This debt is growing at the rate of about $2 Million a day, and will triple in the next 20 years. Without fundamental reform, there will not be enough money to pay injured workers unless the taxpayer of Ontario assumes the payments.
>
> The Premier of Ontario has asked business and labour to work together to produce a new system which will pay injured workers fairly and meet the test of being financially sound. ...
>
> A financial responsibility framework ... and governance structure [are] the cornerstones of reform, ..." (emphasis added)

The Purpose Clause must be expanded to reflect the financial responsibility framework, and Sections 58 and 65(3.1) and (3.2) must be amended to refer clearly and directly to the system's need to be managed in a financially responsible manner. There must be a relationship established between expenses and revenues that is both fair to the worker and fair to employers.

3. Government Policy Direction

Sections 65.1 and 65.2 are added to the Act. These Sections allow the Government to issue policy directions to the Board which the Board must respect" ... in the conduct of its affairs" (Section 65.2(2)3). These provisions, in effect, allow the Government to administer the system through its servant, the Board. This politicizes workers' compensation in Ontario. It removes the financial responsibility the board of directors is given in other sections and it creates uncertainty in the appeal system. Who is responsible for establishing the policy and general law of the Act (Section 93(1))?

These amendments should either be eliminated or drafted with greater specificity so that the Government's intentions can be clearly understood and provided for. The Board, by these sections, is placed in the untenable position of being responsible for the operation of the system and, at the same time, having to adhere to Government policies which may not be consistent with its view of what is necessary to maintain the system's health.

4. Experience Rating

Both the Business Caucus and the OFL, in their press releases in March, made reference to the Board's Experience Rating Programs. The agreement was to establish a Template of Best Practices which would include health and safety programs, access to and utilization of rehabilitation services, modified work programs, and return to work programs. The Template of Best Practices was intended to be a guide for voluntary actions employers could take to improve their claims experience. The Bill, however, makes no mention of the Template of Best Practices and makes the elements of the Template mandatory, instead of voluntary. The Template of Best Practices was an extremely important part of the Labour/Management Agreement that has not only been ignored by the legislative draftspersons, but has been converted into something that was never intended.

Section 103.1 of the Bill ought to be eliminated or redrafted to reflect the negotiated bargain. More WCB audit intervention into workplace management is intolerable and adds an administrative burden onto the WCB which it cannot handle.

5. Reinstatement Obligations

The theme of the WCB intervention into the management of all enterprises under the Act is carried forward with the addition of Section 54(11.1). This provision allows the WCB, on its own initiative, to determine whether an employer has fulfilled the employer's obligations to reinstate and re-employ workers under Section 54. The position taken by the Business Caucus is correct. There is no evidence that the Board cannot enforce employer reinstatement obligations as Section 54 is presently drafted. Section 54 has teeth. There is no need for the WCB, quite apart from the worker, to audit employer compliance with the section. **This subsection should be eliminated.**

If subsection (11.1) is not eliminated, it should, at least, reference the limitation period provided for in Section 54(12). The Board should not be able to undertake its own determination respecting employer compliance after three months from the date of termination of employment.

6. Vocational Rehabilitation

The Bill adds Section 103(4.1) to the Act which allows the Board to penalize employers for failing to co-operate with Vocational Rehabilitation Services or Rehabilitation Programs provided by the Board under Section 53. This new penalty does not take into account experience rating surcharges, nor, is Section 103(9) amended to include reference to subsection (4.1). Section 103(9) presently reads:

> "The Board, if satisfied that the default was excusable, may in any case relieve the employer in whole or in part from liability under subsection (4)."

The imposition of this new employer penalty does not have a companion obligation requiring workers to co-operate with Rehabilitation Services and Rehabilitation Programs. As stated in the Business Caucus' November 18, 1993 Proposal:

> "
> - There must be an obligation on the injured worker to return to work as quickly as possible and to mitigate the costs.
> - The injured worker must make him/herself available for modified duty as soon as possible and for co-operating and in keeping in contact with the employer, the union where it exists, and the WCB.
> - The injured worker must be a co-operative conduit for the transmission of relevant medical information from his/her treating physician to the WCB and his/her employer."

Either Section 103(4.1) should be eliminated or companion worker obligations should be added to ensure that Rehabilitation Programs are clearly established on the principle of shared responsibility.

7. The Financial Trade-offs

It appears that Bill 165 reflects the Labour/Management Agreement. Assuming that a financial responsibility framework is inserted into Bill 165, this trade-off appears to be appropriate. However, if the financial responsibility framework is not incorporated into the Bill, The Board of Trade's position is as contained in the Business Caucus' November 1993 Proposal. The "Friedland" indexing formula should apply to all claims.

SEP 14 1994

Chair Bob Huget, MPP
Standing Committee on Resource Development
Bill 165 - Workers' Compensation Reform
Room 1405
Whitney Block
Queen's Park
Toronto, Ontario
M7A 1A2

Fax: (416) 325-3505

Dear Mr. Bob Huget:

I am writing on behalf of the _____ Board of Education to express our support for the position presented to you on Bill 165 by the Ontario Public School Boards' Association and the Board of Trade for Metropolitan Toronto on August 23, 1994.

The _____ Board of Education is concerned with the financial stability of WCB and the lack of action being taken to control the unfunded liability.

In addition, we have concerns on the following areas:

- the purpose clause needs to be expanded to reflect WCB financial accountability;
- changes to vocational rehabilitation which gives the WCB the power to go to a business at any time to investigate its employment practices;
- the proposal that the government will direct board policy for a year; and
- a bipartite Board of Directors to govern the WCB.

It should be noted by the standing committee that school board experience with bipartite governance has not be either effective or successful, if you review the experiences with the Workplace Health and Safety Agency.

In conclusion, Bill 165 is financially irresponsible and should be withdrawn immediately.

Yours truly,

cc: The Honourable Bob Rae, MPP
Premier
Province of Ontario
Legislative Building, Room 281
Queen's Park
Toronto, Ontario M7A 1A1

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Dr. I. Adamson (Chairman); Trustees Bishop, Mulholland and Patenaude; Mesdames Barr, Bramberger, Dalziel, Kerr Jaskiewicz, Kappheim, Oommen and Mason; Messrs. Bucsis, Shields and Verticchio.

Also Present: Trustee Johnston.

Officials Present: E. Bond, Superintendent of Program
Dr. J. Tomlinson, Supervisor of Special Education

The Committee recommends:

GENERAL

1. That the October, 1994 meeting of the Special Education Advisory Committee be held on Wednesday, 1994 10 26, the December, 1994 meeting be held on 1994 12 14 and the March, 1995 meeting be held on 1995 03 22.

2. That SEAC accept the request of Children and Adults with Attention Deficit Disorders (CH.A.D.D.) to be a Member Association.

Respectfully submitted

Lower Auditorium
1994 09 21

DR. I. ADAMSON
Chairman

Hamilton Board of Education
Education Centre
1994 10 11

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

E L E M E N T A R Y / S E C O N D A R Y

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

(i) Burkholder, Grades 6-8, Stratford-on-Avon, Stratford, 1994 11 09 (Wednesday)

(ii) Memorial, Grades 7-8, Montreal, Quebec, 1995 06 12-15 (Monday to Thursday)

(iii) R.A. Riddell, Grade 8, Ottawa, 1995 05 31 - 06 02 (Wednesday to Friday)

(iv) Tweedsmuir, Grades 6-8, Mt. St. Louis/Moonstone, Barrie, 1995 02 22-23 (Wednesday to Thursday)

(v) Westwood, Grades 4/5 Gifted, Stratford-on-Avon, Stratford, 1994 11 08 (Tuesday)

(vi) Glendale, Grades 9-OAC, Orlando-Ft. Lauderdale, Florida, U.S.A.; Freeport, Bahamas, 1995 03 11-17 (Saturday to Friday)

(vii) Hill Park, Grade 12 Geography, Niagara Falls, Ontario/New York, 1994 10 18 (Tuesday)

(viii) Hill Park, Westdale, Grades 9-OAC, Holiday Valley, New York, U.S.A., 1994 12 16 (Friday); 1995 01 13 (Friday); 1995 01 30 (Monday); 1995 02 17 (Friday); 1995 03 03 (Friday); 1995 03 24 (Friday)

(ix) Sherwood, Senior Boys' Basketball, Syracuse, New York, U.S.A., 1994 12 28-30 (Wednesday to Friday)

(x) Sir Allan MacNab, Grades 10-11, Stratford-on-Avon, Stratford, 1994 11 01 (Tuesday)

(xi) Sir John A. Macdonald, Grades 9-OAC - Cross-country meet, London, 1994 10 14 (Friday)

(xii) Westdale, Grades 9-OAC, Stratford Festival, Stratford, 1994 10 21 (Friday)

(xiii) Westmount, Grades 12-OAC, Erie, Pennsylvania, U.S.A., 1994 11 11-12 (Friday to Saturday)

(xiv) Westmount, Grades 10-OAC, Mexico City, Mexico, 1995 03 16-23 (Thursday to Thursday)

(xv) City-wide History Trip, OAC History, Gettysburg/ Washington D.C., U.S.A., 1994 11 16-19 (Wednesday to Saturday)

(xvi) OFSAA Championships, Grades 9-OAC, Girls' Field Hockey, Kingston, 1994 11 03-05 (Thursday to Saturday)

(xvii) OFSAA Championships, Grades 9-OAC, Boys' Hockey, Peterborough, 1995 03 22-25 (Wednesday to Saturday)

(xviii) OFSAA Championships, Grades 9-OAC, Junior/Senior Badminton, Cornwall, 1995 05 4-6 (Thursday to Saturday)

(xix) OFSAA Championships, Grades 9-OAC, Track & Field, Kingston, 1995 06 02-03 (Friday to Saturday)

(xx) OFSAA Championships, Grades 9-OAC, Boys' Basketball, Brampton, 1995 03 08-10 (Wednesday to Friday)

(xxi) OFSAA Championships, Grades 9-OAC, Girls' Volleyball, North York, 1995 03 08-09 (Wednesday to Thursday)

(xxii) OFSAA Championships, Grades 9-OAC, Gymnastics, Toronto, 1995 04 20-22 (Thursday to Saturday)

(xxiii) OFSAA Championships, Grades 9-OAC, Boys' Basketball, North Bay, 1995 03 08-10 (Wednesday to Friday)

(xxiv) OFSAA Championships, Grades 9-OAC, Girls' Basketball, Fonthill, 1994 12 01-03 (Thursday to Saturday)

(xxv) OFSAA Championships, Grades 9-OAC, Girls' Basketball, Timmins, 1994 12 01-03 (Thursday to Saturday)

(xxvi) OFSAA Championships, Grades 9-OAC, Boys' Volleyball, Madoc, 1994 11 25-26 (Friday to Saturday)

(xxvii) OFSAA Championships, Grades 9-OAC, Boys' Volleyball, Mitchell, 1994 11 25-26 (Friday to Saturday)

(xxviii) OFSAA Championships, Grades 9-OAC, Girls' Volleyball, Sturgeon Falls, 1995 03 08-09 (Wednesday to Thursday)

(xxix) OFSAA Championships, Grades 9-OAC, Girls' Volleyball, Stratford, 1995 03 08-09 (Wednesday to Thursday)

(xxx) OFSAA Championships, Grades 9-OAC, Nordic Skiing, Mississauga, 1995 02 22-24 (Wednesday to Friday)

(xxxi) OFSAA Championships, Grades 9-OAC, Cross-Country, Ancaster, 1994 11 05 (Saturday)

(xxxii) OFSAA Championships, Grades 9-OAC, Boys' Soccer, Scarborough, 1995 06 01-03 (Thursday to Saturday)

(xxxiii) OFSAA Championships, Grades 9-OAC, Girls' Soccer, Scarborough, 1995 06 01-03 (Thursday to Saturday)

(xxxiv) OFSAA Championships, Grades 9-OAC, Boys' Baseball, Toronto, 1995 06 09-10 (Friday to Saturday)

Respectfully submitted,

D. W. Goodridge,
Director of Education
and Secretary

ON CONSIDERATION OF A JUST AGREEMENT

FOR PRESENTATION TO:

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Tuesday, October 11 1994

PRESENTED BY:

Black Youth Achievements of Hamilton and Region Inc.

205 Queensdale Avenue East
Hamilton
L9A 1L1

INTRODUCTION

During the last decade Canada has witnessed significant labour market dysfunction which has been linked to educational issues. The Federal Government cited the relationship between the increase in premature school departure, and the resultant misfit between labour market needs and job trained persons. (Planning Environmental Assessment Document PEAD; 1990, 1991, 1993, Canada Employment and Immigration; School Leavers Survey 1990, Statistics Canada).

Throughout the Province, various organizations and school boards have found that racial minority youth are more disadvantaged than mainstream youth, due to various obstacles / barriers to education, unsafe learning environments, social problems complicated by racism and economic marginalization. (Four Level Committee Report 1992; Canadian Alliance of Black Educators 1991, 1992; Toronto Board of Education; North York Board of Education 1978, 1991, 1993). This is especially so in Southern Ontario.

BACKGROUND

Black Youth Achievements of Hamilton & Region Inc. (BYA) was formed in the recognition that related community needs were not met by existing educational institutions and/or community services.

A primary focus of BYA is education. BYA is committed to the belief that every child deserves an education! It believes that the healing of victims and their families can be accomplished through culturally appropriate counselling. Secondary areas of concern are ethno-specific community support, and community-institution building / bridging.

The wider community response to BYA has been both rewarding and instructive. During our 1993 year of operation Black Youth Achievements of Hamilton & Region Inc. has been able to document racial minority specific community needs such as: educational problems, social inadequacies, family demands not currently being addressed by other institutions and services.

We are heartened that a wide cross-section of the community looks to BYA as a racial minority resource, and user-friendly alternative. We are lacking resources to meet these growing demands and respond to the issues. Nonetheless, BYA is committed to serving the communities which currently rely on us.

Although we are grateful for the use of Southview school (and we thank you), we feel it is time to revisit our agreement.

This proposal seeks contribution in kind from the Board of Education to assist in serving the educational needs of our communities.

BLACK YOUTH ACHIEVEMENTS, has been working well with other community organizations, answering the needs of a number of drop-outs who at one point or another realize that they are outside the school system with no education.

THIS HAS BEEN A PIONEERING EFFORT WHICH HAS REQUIRED VAST EFFORT AND DETERMINATION FROM THOSE WHO CARE.

THERE ARE SOME THINGS WE WOULD DO DIFFERENTLY.

For example:
WE REALIZE NOW THAT WE ARE AN EVEN GREATER SUPPORT TO THE SCHOOL SYSTEM THAN WE HAD EVER ANTICIPATED. In the beginning we should have been more forthcoming about asking the Board of Education for the City of Hamilton to do more.

For that reason we are here today, making you aware of the good that has been done; the fact is that, without additional help continuation of that good will be in jeopardy. We are here to ask that in light of the service we are providing and the specific nature of that service, the Board of Education for the City of Hamilton let BYA have use of Southview school for a token fee of $5.00 a year, if not, then at least, for a greatly reduced rate.

Two specific resource items are being requested:

1) **FINANCE -**
   Use of Southview school at a token fee of $5.00 per year, or at a reduced rate.

2) **PROGRAMS -**
   Teaching Personnel - to offer alternative education for youth who withdraw from regular school due to a range of social, academic and institutional problems.

Item 1) **USE OF SOUTHVIEW SCHOOL AT A TOKEN FEE.**

a) Southview School is a school which was intended for the educational needs of youth and parents. BYA is helping make that intent a reality.

b) The school is easily accessible by public transit for BYA clients, ie. Students, Parents and Volunteers.

c) BYA Programmes (run during the school day) meet the needs of:

i Public School Board Students who are at risk of leaving the school system; who have lost their right to return to school;

ii Public School Dropouts.

d) BYA Programmes generally:

i assist in reducing and eliminating violence in schools

ii prepare students to manage their lives in a non-violent way.

iii (if resources are available) train teachers and staff in skills to defuse potentially violent situations.

iv provide a supportive, affirming, safe environment, conducive to the development of talents, and resolution of personal / group conflicts

Item 2 **TEACHING PERSONNEL TO OFFER ALTERATIVE EDUCATION FOR YOUTH WHO WITHDRAW FROM REGULAR SCHOOL DUE TO A RANGE OF SOCIAL, ACADEMIC AND INSTITUTIONAL PROBLEMS.**

a) Responsibility for the successful development of youth potential remains on the shoulders of parents and the school systems.

b) For the sake of maintenance of academic standards and easier re-entry of drop outs into the school system, it would seem reasonable to have teachers from the system, as part of the personnel of BYA.

c) Interaction with a teacher in the less-threatening environment of BYA, may be one step on the road back to mainstream studies.

GOALS OF BYA:

- develop and encourage school dropouts to return to school.
- provide a supportive environment to all Youth.
- ensure that through counselling and other methods, students, teachers and staff develop skills, confidence and knowledge to appropriately deal with anger and aggression.
- help students choose to behave appropriately and understand the consequences of not doing so.
- interact to ensure that the community, students, parents, and community organizations play an active role in promoting BYA goals.
- develop an outreach strategy to involve visibility minority youth in skills development to "problem identification and resolution".

NEEDS:

Thirty eight percent (38%) of students have lost interest in education. The majority of these are racial minority youth from single parent homes. Without culturally appropriate counselling racial minority students have problems dealing with two cultures and with the social behaviour prescribed by each.

Racial / Ethnic minority parents often find great difficulty understanding the Canadian school system, and appreciate the help BYA can give in this regard.

The underlying causes of the violence today come from racism, sexism, homophobia, classroom exclusion, suspension and other related matters.

As a result of discrimination many students today are lacking "team spirit," and discipline. They experience frustration, anger and disappointment resulting in violence in the home, and in the schools.

OUTCOME:
Lack of education often results in lack of jobs, involvement in crime, risk in overcrowded jails and group homes.

September'93 to June'94, 26 students attended BYA's alternative education system. See chart below:

Youth Detention - short term	5 girls 6 boys	sent home due to late attendance, forgot home work etc...
Youth Detention - long term	3 boys 2 girls	by parental request school work was brought to BYA
Youth Expulsion	2 boys	after a series of detentions short and long term
School Drop-outs	10 boys 5 girls	requested help from BYA to assist them with their credits.
Sit-in Detention	10 boys 3 girls	this is a form of detention where a student could miss a morning or afternoon of classes due to improper address of the Secretary or V.P. This form of detention is not reported through the system but causes failure to the student.
Court order due to violence	2 boys	request help from BYA - Area office of Hamilton Bd of Ed provides the necessary work on a weekly basis to a volunteer teacher at BYA.

REFERRALS AND REFERENCES:

BYA is being asked by parents, students, and social workers from the probation office, for a continuation of the "Cool School" programme in the Fall of 1994. BYA has been called by some schools for resource and reference material, and to resolve conflict among students. New immigrants use our services.

THE BYA LATCH KEY PROGRAMME assists students who need extra tutoring in Mathematics, Science and English. Tutoring is 6.30 pm to 8.30 pm Mondays and Wednesdays.

CONCLUSION:

The Board of Directors of BYA, parents and youth express their appreciation to the Board of Education for the City of Hamilton for considering with us how we might alleviate the tremendous pressure we all share in resolving conflict raised youth with problems. The Board of BYA is thankful for the support and understanding which will be on record as having helped in 1994, this difficult time.

PETITION

to

THE BOARD OF TRUSTEES

HAMILTON BOARD OF EDUCATION

In Support Of BYA Community Services Provision

June 9, 1994

We the undersigned community residents and/or community organizations representatives, are writing to you and your Board with the hope that your timely intervention will prevent the possible closure of the Black Youth Achievements of Hamilton & Region (BYA), a key community organization and resource, which currently operates from the Old Southview Elementary School at 205 Queensdale Ave. East, Hamilton.

As we understand it, this possible closure is due to a large extent to high operating costs of which rent paid to the Board is a significant component.

BYA is a critical community organization which initially was established to meet the needs of the youths of the black community, when the education and other community systems failed to respond in any positive manner to the problems being experienced by these young people. These problems have been due in part to the absence of culturally appropriate support and counselling, or a sensitive and understanding environment in which to develop.

BYA has served to fill this gap as a facility which has been providing alternative education to many youths who the Board was unable or unwilling to accommodate within the traditional system.

We have been informed that for the past two years rental of the Southview school has taken up about 62% of operating funding received by BYA.

Thus it seems that BYA is simply facilitating the transfer of funds from one institution to another at the expense of our youth.

We understand that BYA is currently required to pay $2,800 per month in rent to the Board of Education for a facility that the Board would have had to carry anyway, even if it were unoccupied.

As members of the community who benefit from the excellent and important community support provided by BYA, and also as taxpayers many of whom support the work of your Board with our taxes, we find the Board's dealing with BYA in this regard to be oppressive and unsupportive, especially when, to some extent, BYA is taking on part of what is technically the responsibility of the Board of Education.

Due to Government's restraint on funding, BYA is now in arrears of at least four months rent ($11,200) and requests to the Board for relief have not borne any positive fruit to date. Instead, hints of possible eviction are being casually implied by the administration.

We the Petitioners wish to state in the strongest terms that BYA cannot be allowed to die because of indifference or insensitivity of the Hamilton Board Of Education. We NEED this organization in our community, and indeed the Board should be supporting and working with BYA in every possible way.

BYA support and assistance is now provided - to the extent that our meagre resources would allow - to ALL youth who seek help in such areas as:

* Alternative education support for youths of all ethnic/racial backgrounds
* Anti-Racism support
* Culturally appropriate professional counselling of youth and parents
* Tutoring
* Mentoring Program
* Cultural Awareness Programs
* Recreational Activities (keeping youths off the streets and out of trouble)

* Youth and Police Relations (building bridges of understanding and respect)
* Support in dealing with or understanding the education and justice systems
* Support to other community organizations

All the above programs are now in jeopardy.

We strongly hereby petition that the Hamilton Board of Education:

(a) Forgive the current arrears of rent owed by BYA and provide a rent holiday for the remainder of 1994.

(b) Make a substantial reduction (say 50%) in any future rental rate. We already contribute to this through our education taxes.

(c) Provide appropriate teaching staff to support the Alternative Education Project recently submitted by BYA to the Board.

(d) Discuss with BYA other avenues for practical support and partnership development to serve the needs of our youth.

We urge our young people, their parents and other community organizations to contact the Hamilton Board of Education, School Board Trustee or their political representative to voice their strong support for BYA and their dissatisfaction with the token support provided by the Board. We look forward to the Board's urgent and serious response to our petition.

Respectfully submitted

BYA Community Supporters
(See attached list)

THE HAMILTON COUNCIL OF
HOME AND SCHOOL ASSOCIATIONS

AFFILIATED WITH
ONTARIO FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

HAMILTON, ONTARIO

FOUNDED IN 1933

29 September 1994

RE: A RESPONSE TO THE LETTER FROM KENT COUNTY SEPARATE SCHOOL BOARD

Enclosed is a brief prepared by the Board of Directors of the Ontario Federation of Home and School Associations. This was a response to the search by the Ontario Parent Council for models of parental involvement.

Not all school boards are as progressive as the Hamilton Board. Many parents across the province do not have access to input or information and are not able to form the partnerships that we enjoy in Hamilton.

The model of parental involvement proposed by the Ontario Parent Council differs fundamentally from the Home and School model. Nonetheless their underlying philosophy, like ours, is to increase parental involvement in all Ontario schools. However, not all school boards are as progressive as the Hamilton Board in viewing these partnerships as an asset to public education. Many parents across the province do not have the benefit of such effective collaboration. We believe the partnerships we have in Hamilton should be duplicated across the province. In the absence of that, ***some parental involvement is better than none at all.*** While recognizing that the OPC recommendations are flawed, we are concerned that the complete rejection of this report will jeopardize this movement towards increased parental involvement across the province.

It is imperative that Home and School Associations continue to be recognized in whatever form the Ministry adopts. We are requesting your support in lobbying the government through your networks to ensure that our knowledgeable body of volunteers continues to work in partnership to provide "The Best For Each Student".

Your consideration of this presentation before taking any action on the Kent County Separate School Board's recommendation is greatly appreciated by the Hamilton Council of Home and School Associations.

Thank you for your attention.

Sincerely,

Marlene Gibson

Marlene Gibson
President, Hamilton Council of Home and School Associations

THE ONTARIO FEDERATION OF HOME AND SCHOOL ASSOCIATIONS, INC.

12-200, 252 BLOOR STREET WEST, TORONTO M5S 1V5
Telephone: (416) 924-7491
Fax: (416) 924-5354

ONTARIO FEDERATION
OF
HOME AND SCHOOL ASSOCIATIONS

A MODEL
OF PARENTAL INVOLVEMENT
IN ONTARIO

May, 1994

ONTARIO FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

A MODEL OF PARENTAL INVOLVEMENT IN ONTARIO

INTRODUCTION

The Ontario Federation to Home and School Associations (OFHSA) appreciates the Minister of Education and Training's initiative in charging the Ontario Parent Council with the task of studying models of parental involvement in education and making recommendations on the establishment of School Parent Councils in Ontario.

OFHSA, a member of the Canadian Home & School and Parent-Teacher Federation (CHSPTF), has been actively promoting parental involvement in the school, the community, and the province for over 78 years. We agree with the concern of Mr. Mike Farnan, Associate Minister of Education and Training, about "the lack of equity of access that Ontario parents have to their community schools".

OFHSA is well respected and appreciated in many school boards across Ontario. We have found, however, that some doors are closed to our concerns and involvement. We commend the Minister for his direction and hope that it will provide the access that has been missing for some parents.

In the Spring of 1991, OFHSA members began a study of the organization to ensure that Home and School met the needs of parents into the 21st century. This has resulted in an extensive on-going strategic planning process which reviews policies, by-laws, and structure. OFHSA'a structure has enabled all members across Ontario to participate and benefit from the new information. Since implementation of our strategic plan, *New Realities, New Beginnings*, OFHSA membership has increased 11% to over 18,000 members.

Home and School provides a democratic framework for parental involvement in schools through OFHSA's Constitution and By-laws. Executive positions throughout the organization are elected and are accountable to the membership. OFHSA policy is determined through the resolution process which brings concerns from members to a majority consensus at our Annual Meeting. The resulting OFHSA Policy Document is the basis for response from our members, both locally and provincially.

The strength of Home and School lies in the very nature of our structure. OFHSA interacts with education at every level and provides the parental voice that is needed for a truly collaborative approach to learning.

WHO ARE HOME AND SCHOOL MEMBERS?

OFHSA membership is open to all persons interested in the education and welfare of children and youth. We are the concerned parents and community members who are willing to volunteer our time to ensure that schools have the necessary programs, equipment, and sense of community to be effective. Each member has paid a membership fee to show active support, and, therefore, can be identified.

OUR ROLE IN THE SCHOOL

All members of a Home and School Association in the school are volunteers. Home and School Associations are organized and run by parents. The principal and staff are invited to join, free from the responsibility of organizing meetings.

Our Association members share information that is relevant to their concerns. They work co-operatively with school staff to enhance the educational opportunities for the students in the school. They organize workshops and invite speakers to address a variety of issues including: educational changes such as provincial standards and the common curriculum; student learning styles; assessment and evaluation; parenting skills; drug and alcohol abuse and other health and safety related topics.

Many members at the Association level sit on school committees, such as:

School Growth Team
Discipline Review Committee
School Directions Committee
Policy Review Committee
Graduation Committee

Home and School Associations address the specific needs of their students and their community. Many innovative ideas in schools have been fostered by parental involvement and brainstorming.

OUR ROLE AT THE BOARD LEVEL

School-based Associations are connected within a board area through a Home and School Council. This enables the ideas, concerns, and initiatives at the community level to be shared and discussed among the participating Associations. Often, the concerns of one Association can be addressed and/or supported by the other Associations within the school board community.

Home and School Councils provide the link with the local school board. When a concern is shared by many Associations, the Council can study the issue and its background, coordinate a presentation to the school board if necessary, and participate in the solution. Trustees, administrators, teachers, and principals frequently attend Council meetings which results in a collaborative approach to education in that community.

Many school boards recognize the Home and School Council as a source for accessible and informed parent representatives for school board committees. Council members are actively involved in board committees, such as:

Special Education Advisory Committee (SEAC)
French Immersion
Policy Review Committees
Common Curriculum Reporting System
Pedestrian Safety
Safe School Task Force
Computers in Education
Math, Visual Arts, Literacy Program Reviews
Stay in School Initiative
Violence Workshop
Partnership Committee
Racial and Ethnocultural Equity Committee

OUR ROLE AT THE REGIONAL LEVEL

OFHSA's structure provides for a Regional Board which serves as a network for its participating Councils. Concerns and suggestions from Associations and Councils are relayed to the provincial body and, in turn, province-wide issues are brought to the attention of Home and School Councils and Associations.

This same communication link provides information from the membership to the Ministry in the form of responses to policy guideline documents such as: The Early Years, The Formative Years, The Transition Years, The Specialization Years, Mathematics Benchmarks, and The Common Curriculum. Regions played an active role in encouraging Home and School Council and Association members to make submissions to The Royal Commission on Learning.

Regional Boards are an important resource of information, experience and guidance for Home and School Councils. Regions provide local leadership training workshops and seminars.

Regional Board members are responsible for the growth of Home and School Associations and Councils in those areas of the province where more parent participation is requested.

OUR ROLE AT THE PROVINCIAL LEVEL

Through resolutions adopted by the majority of our members at Annual Meetings. policy is determined, enabling OFHSA to speak on behalf of our province-wide membership on many issues.

In the past year, OFHSA has made presentations regarding:

Royal Commission on Learning
Fair Tax Commission
Royal Commission on Aboriginal Peoples
Graduated Licensing System
Bill 119: Prevention of the Provision of Tobacco to Young Persons & Regulation of its Sale and Use by Others

At the provincial level, OFHSA members are active on Ministry of Education and Training (MET) committees:

Assessment Advisory Committee
Mathematics Action Symposium Steering Committee
Ontario Parent Council
Ontario Educational Leadership Council
Provincial Health & Social Issues Committee
Provincial Assessment Policy Framework Committee

OFHSA maintains a communication link directly with the members through general mailings of current information to every Association monthly, the publications of *The OFHSA Bulletin* three to four times a year, and an Annual Meeting and Conference held in different areas of the province each year.

Home and School actively recognizes excellence in educators, students, and parents through the presentation of provincial OFHSA awards: The Educator Award, Student Citizenship Awards, Provincial Writing Contest, Membership Encouragement Awards, and our own Col. R.S. McLaughlin Award to honour one of our outstanding members.

CONCLUSION

OFHSA believes that parental involvement at all levels of the education system is essential.

Members must be representative and accountable to a democratic parent organization and not promote individual concerns - no matter how good their intentions.

There must be a network to allow for a flow of information and communication so that members can be pro-active.

We believe that parent-organized and parent-driven involvement is more effective than principal selected participation.

We believe that mandated School Parent Councils or any other form of government-legislated parent involvement, will not guarantee parent committment or participation.

Home and School has the framework, the outreach, and the tools necessary to satisfy the requirements of the initiative that the Ministry of Education and Training is introducing. We believe that the Ministry of Education and Training should be building on the platform we have already established.

The Ontario Federation of Home and School Associations, as partners in education, will continue to work for increased parental involvement in education as a means to promote ***the Best for Each Student.***

YOU ARE LOOKING FOR
A MODEL OF PARENTAL INVOLVEMENT ACROSS ONTARIO

WE HAVE ONE!

THE ONTARIO FEDERATION OF HOME AND SCHOOL ASSOCIATIONS INC.
12-200. 252 BLOOR STREET WEST
TORONTO M5S 1V5
Telephone: (416) 924-7491
Fax: (416) 924-5354

AN OVERVIEW

The Ontario Federation of Home and School Associations (OFHSA) was founded in 1916 in Toronto.

OFHSA is a non-profit volunteer organization financed primarily by the sale of memberships to parents and others who support the objectives of the Home and School Federation. Our Members - in excess of eighteen thousand in number - are involved in Home and School Associations located in all parts of the Province.

Home and School acts as a direct link between the home and school environments and actively promotes the educational, social, and emotional well-being of children and young people. OFHSA researches, studies, evaluates and presents proposals which serve the best interests of children. Our Federation brings parents and educators together to work cooperatively and collaboratively to achieve THE BEST FOR EACH STUDENT.

Home and School differs from other community groups in that our organizational structure corresponds to all levels of government administration. Our local Associations work closely with their local school. Our Home and School Councils interact with their local School Board. Our Regional Boards correspond to the Ministry of Education's Regional Offices. Provincially OFHSA works with the Ministry of Education as well as other government ministries and agencies. Finally, because of our membership and participation in the Canadian Home and School and Parent-Teacher Federation, OFHSA is in a position to discuss concerns with the federal government and its agencies.

The strength of our Federation lies in our ability to present the opinions of our Members at all levels of government. Our Federation's policies and positions are based on resolutions adopted by our Association Members at the OFHSA Annual Meeting.

THE ONTARIO FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

NEW REALITIES - NEW BEGINNINGS

SECOND EDITION 1994

OFHSA's Strategic Plan for the 1990's

MISSION STATEMENT

The Ontario Federation of Home and School Associations, a province-wide network of dedicated members, is committed to informed and proactive involvement in our homes, our schools and our communities to obtain the "Best for Each Student".

BELIEF STATEMENTS

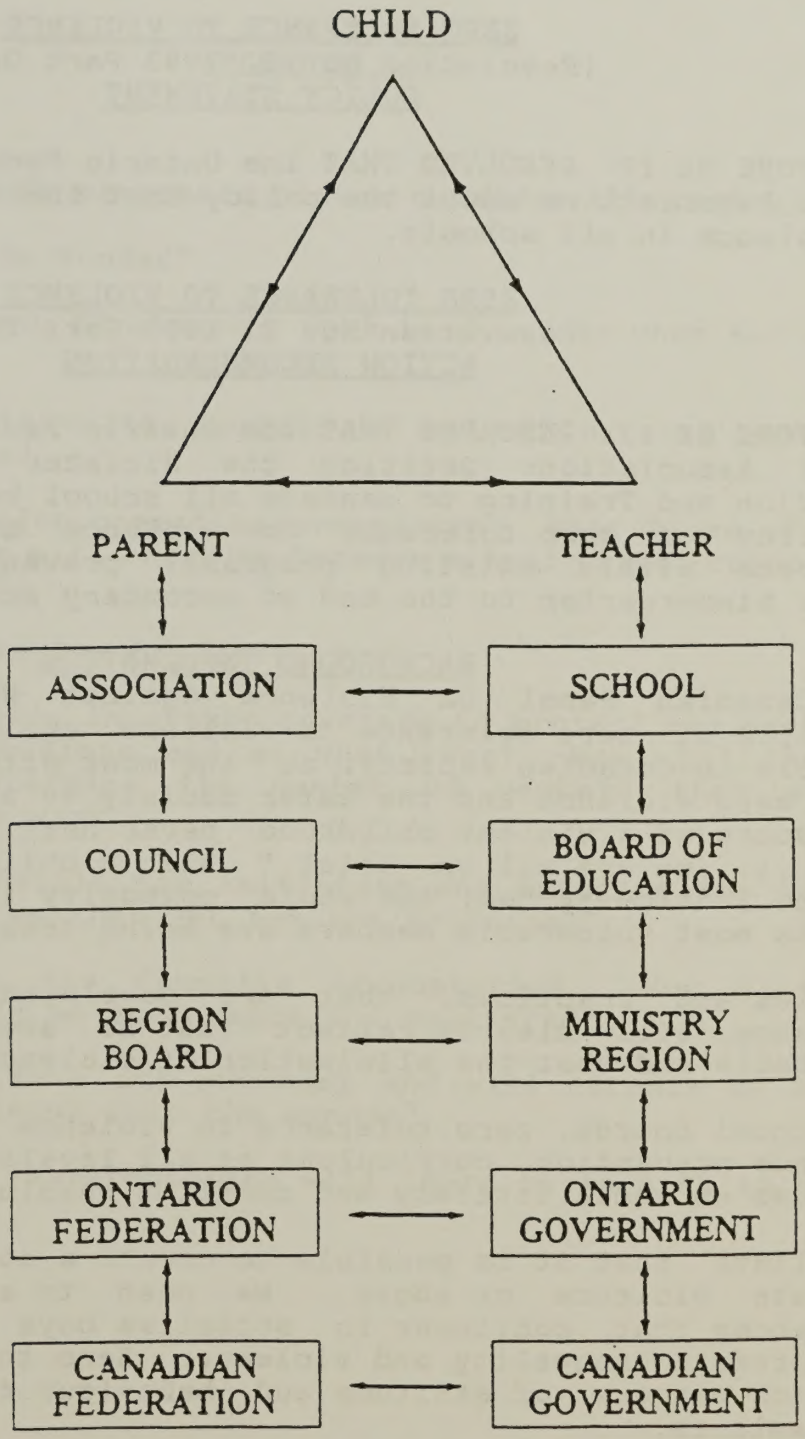
Basic Belief #1
We believe parents/guardians are willing and active partners with those delivering education programs and services.

Basic Belief #2
We believe "Home and School" at all levels is an advocate for the students in the public school system.

Basic Belief #3
We believe cooperative and healthy environments in the home, the school and the community are necessary for the development of each student.

Basic Belief #4
We believe local, provincial and national parental networking is essential.

Basic Belief #5
We believe effective communication is critical.



– For further information –

ONTARIO FEDERATION OF
HOME AND SCHOOL ASSOCIATIONS
12-200, 252 Bloor St. W., Toronto, Ontario M5S 1V5
Telephone: (416) 924-7491

ZERO TOLERANCE TO VIOLENCE
(Resolution No. 2, 1993 Part One)
POLICY STATEMENT

THEREFORE BE IT RESOLVED THAT the Ontario Federation of Home and School Associations adopt the policy that there be zero tolerance to violence in all schools.

ZERO TOLERANCE TO VIOLENCE
(Resolution No. 2, 1993 Part Two)
ACTION RECOMMENDATION

THEREFORE BE IT RESOLVED THAT the Ontario Federation of Home and School Associations petition the Minister and Ministry of Education and Training to mandate all school boards to implement a policy of zero tolerance to violence and provide (and/or integrate within existing programs) prevention programs from junior kindergarten to the end of secondary school.

BACKGROUND INFORMATION

The Canadian Panel On Violence Against Women support the principle of zero tolerance to violence against women, wherever possible in Canadian society, as the most effective strategy to reach zero violence and the safer society we all want to live in. The scars of a violent childhood never heal. "When children go to court...we are all on trial." When a child enters the world of the justice system, the whole community is being examined on how its most vulnerable members are being treated.

Policies and practices, that are developed to support zero tolerance, will clearly reflect that no amount of violence is acceptable and that the elimination of violence is a priority.

For school boards, zero tolerance to violence will mean mandatory violence prevention curriculums at all levels that will include programs on media literacy and conflict resolution.

We believe that it is possible to create a society that does not tolerate violence or abuse. We need to examine all of the influences that continues to socialize boys and girls in ways that promote inequality and violence. Zero tolerance can also be a useful measure of attitude and behaviour for individuals and for families.

1. Letter from Peter Jaffe -- London Family Court Clinic
2. London Family Court Clinic Annual Report 1991-92
3. Landscape Of Voices -- Canadian Panel On Violence Against Women
4. A Progress Report -- Canadian Panel On Violence Against Women
5. Safe School Task Force -- Stewart Auty & Peter Jaffe
6. L.W.T.A. Resolution Regarding Zero Tolerance To Violence 1993
7. Violence Educator Says Weapons On The Rise -- London Free Press - September 28, 1992

APPENDIX 1.

In reviewing the OPC proposals please consider the following:

1. How will it be funded?

2. How will parent development work be done, by whom and at what cost?

3. Will parents have the benefit of networking with parents of other schools?

4. Who will develop operating procedures? What lines of direct communication will there be between school parent councils and the Ministry?

5. What is the membership criterion?

6. Who will provide insurance coverage to protect the members at volunteer functions and at what cost? How will insurance companies determine the number of members they will be required to cover?

7. Who is responsible for initiating and managing the Council? Will this be another job for the Principal?

8. To whom are the Councils accountable? How will that accountability be encouraged and monitored?

9. Will parents have any autonomy and will parents as a group have direct input into the agenda?

10. What student representation will there be in a SK to grade 5 school?

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AGENDA
RATIONS AND FINANCE COMMITTEE
1994 11 08

URBAN MUNICIPAL

NOV 8 1994

GOVERNMENT DOCUMENTS

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. Verbal Response from the Officials to Presentation
   - Black Youth Achievement

2. Verbal Response from the Officials to Presentation
   - Home and School Council re Ontario Parent Councils

3. Verbal Report re Implementation of Bill 119 - Tobacco Control Act

4. Proforma Budget - Three Year Projection of Expenditures/ Revenues (deferred at 1994 10 Operations and Finance) - **Pages 1 to 10**

5. Correspondence from the Ontario Public School Boards' Association re Workers' Compensation (deferred at 1994 10 Operations and Finance) - **Pages 11 to 15**

NEW BUSINESS:

1. Letter from Scouts Canada re rental rates - requested by Trustee Hill - **Pages 16 and 17**

2. Presentation - Scouts Canada and Girl Guides of Canada

3. Presentation - Woodview Children's Centre **Please see attached package**

4. Annual Report on Public Relations Planning - to be deferred to 1995 01 10

5. a) Interim Financial Status Report (as of 1994 09 30) - **Pages 18 to 24**
   b) Future Format of Interim Financial Status Report - **Pages 25 to 48**

6. 1994 Forecast of Expenditures and Revenues - **Pages 49 to 52**

7. Report re Educational Purchasing Group, Hamilton-Wentworth District - **Pages 53 to 60**

8. Request for Update - Technological Renewal Grant - Trustee Hill

9. Report of the AIDS Policy Committee - **Page 61**

10. Report of the Special Education Advisory Committee - **Page 62 to 80**

ELEMENTARY/SECONDARY

BUSINESS ARISING FROM THE MINUTES:

1. Recommendations of the Director of Education - **Pages 81 and 82**

2. Request for Working Group - Kindergartens
   - Registration and Operation - Trustee Bishop

TO: The Chairman and Members of
The Operations and Finance Committee
1994 10 11

Deferred at the October meeting of Operations and Finance Committee

FROM: Paul Shewfelt, Superintendent of Finance and Treasurer
Greg Rutledge, Controller

RE: **Three Year Projection of Expenditures/Revenues**
(1995/96/97)
1995 Highlights

REPORT: For information

BACKGROUND:

A progress report was provided to Senior Management in September, based on the best information available at that time and is currently under review.

The projections contained in this report have been determined on a macro basis. The next three months will be critical in the development of our 1995 Budget in detail.

Although the three year projection covers 1995,96,97, this report concentrates primarily on our fiscal year: January to December, 1995.

Appendix A: Summary of 1995 Highlights
Appendix B: Impact on Levy for Mill Rate
Appendix C: Ten Year Expenditure/Revenue Budget Comparison
Appendix D: Enrolment Projections
Appendix E: Three Year Expenditure/Revenue Projection

Based on this operational document, decisions will need to be made around the allocation of resources based on needs.

ISSUES:

To share with Trustees a progress report on our projections of Expenditures/Revenues.

RECOMMENDATION:

That this progress report on the Three Year Projection of Expenditures/Revenues be received for information.

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RATIONALE:

For resource management purposes, a projection of expenditures/revenues is required at this time to forecast our 1995 financial position without having all the details of school/department needs. One of it's prime purposes is to identify revenues available to operate our school system.

This financial framework will guide our strategies in the development of the 1995 Budget and future years.

Attachments:

Appendix A: Summary of 1995 Highlights
Appendix B: Impact on Levy for Mill Rate
Appendix C: Ten Year Expenditure/Revenue Budget Comparison
Appendix D: Enrolment Projections
Appendix E: Three Year Expenditure/Revenue Projection

APPENDIX A

SUMMARY OF 1995 HIGHLIGHTS

Our projections are based on the following assumptions and comments:

Remuneration:

* Salaries, wages and benefits have decreased by $2.7 million primarily as a result of the change in the social contract target of $2.1 million. The target has increased from $5.5 million to $7.7 million due to the reduction in teacher pension plan credits in year 2. The decrease in staff for social contract/negotiations has been substantially offset by the social contract target and the reinstatement of increments. Further, category upgrades and staffing increases due to enrolment will add to the 1995 Budget.

Fixed:

* Increase of $2.2 million in debt charges due to the debenturing of capital projects eg. Hillsdale, Hill Park, Queen Mary Source: 1994 Draft Accommodation Report

* Liability premiums have increased by $70,000 (20%) for 1995 in anticipation of higher premiums due to an increase in the number and size of claims experienced by the insurer (OSBIE). 1996 estimated increase of 10% and 1997 of 5%.

* Increase of $325,000 in tuition fee expenditures for approximately 40 - 45 students attending other boards

* Energy, computer mainframe rentals and transportation projections are based on 1994 information

* Projected increase of $450,000 in 1995 Chargeback of Taxes is based on 10 year average annual increase. This does not reflect the disposition of a $2.0 million in unexpected write-off re recent assessment appeal settlements

Variable:

* Expenditures maintained at 1994 level

Revenue:

* Decrease of $1.9 million in General Legislative Grants is primarily as a result of Year 2 of Social Contract.

* The new Assessment Equalization Factors (A.E.F.) are being phased-in over 4 years that cost approximately $2.5 million per year. In 1995, this reduction is offset by anticipated increases in enrolment per the 1994 "Draft" Accommodation Report and students attending other boards. The A.E.F. is a preliminary estimate provided by the Ministry of Education and Training (M.E.T.) and subject to change.

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SUMMARY OF 1995 HIGHLIGHTS

(Revenue cont'd)

* 1995 is the final year for the Special Support for Pooling Grant

* Increase of $225,000 in Supplementary Taxes, Payments In Lieu and Telephone & Telegraph based on 10 year average annual increase

* Decrease of $260,000 in tuition fee revenue due to reduction in non-residents

* Decrease of $130,000 in rental revenue due primarily to tenant moving out of Central School

* Assumes no surplus/deficit for 1994/95/96

* No provision for the potential transfer of Wentworth County students from Sherwood to the new Wentworth County school to possibly open in late 1995 or early 1996.

Other Provincial Revenue:

* - No provision has been made for the Pay Equity grant pending clarification from M.E.T. (1994 grant was $960,000)

Other Revenue:

* - No provision has been made to use the Mill Rate Stabilization Reserve. Balance of $1.4 million

Assessment Base:

* Reduced by $14 million in 1995 vs 1994

* Reduction in assessment base due to minimal growth in the residential base and a continuing decline in the commercial base. In addition, pooling will continue to erode our share of the pooled commercial base. The M.E.T. is planning to revise the pooling legislation so that the assessment will now be shared based on the enrolment ratio rather than residential/farm assessment effective 1996. A provision has been made for this change although the M.E.T. has not provided details to define enrolment

APPENDIX B

Impact on Levy For Mill Rate

1995 Levy - Projected	$ 169,435,000
1994 Levy - Actual	155,780,000
Increase in Levy	$ 13,655,000

Summary of **Changes** in Expenditures/Revenues Causing an Increase in the Levy:

Remuneration:

Salaries,Wages and Employee Benefits		$(2,717,000)

Fixed:

Debt Charges	2,205,000	
Insurance	73,000	
Tuition Fees	325,000	
Chargeback of Taxes	453,000	3,056,000

Variable:

		341,000
Net Increase in Expenditures		680,000

Revenue:

General Legislative Grants	1,891,000	
Suppl. Taxes, PIL, T&T	(225,000)	
Tuition Fees	260,000	
Other Revenue		
Pay Equity	960,000	
Mill Rate Stabilization Reserve	4,529,000	
Miscellaneous	279,000	
Rental Revenue	130,000	
Surplus	5,151,000	
Net Decrease in Revenues		12,975,000
Increase in Levy - Projected		$13,655,000

TEN YEAR EXPENDITURE BUDGET COMPARISON

LINE	CLASSIFICATION	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	TEN YEAR INCREASE AMOUNT	%	AVG. ANNUAL INCR.
1	SALARIES & WAGES	$ 113,548,940	121,242,079	127,586,344	136,522,546	146,612,550	162,438,125	179,948,050	193,679,782	207,670,591	208,980,862	200,969,128	87,420,188	77.0%	
2	EMPLOYEE BENEFITS	8,400,773	9,036,475	9,993,854	10,642,544	11,840,937	12,930,612	16,583,076	18,896,185	21,979,092	22,593,693	24,402,124	16,001,351	190.5%	6.0%
3	TRAVEL EXPENSE	198,942	211,650	219,096	217,396	251,320	275,135	275,135	333,149	322,319	299,337	269,775	70,833	35.6%	10.6%
4	PERSONNEL TRAINING	251,733	286,384	361,731	426,547	642,698	796,947	818,878	856,541	459,010	395,790	405,755	154,022	61.2%	4.4%
5	BURSARIES/STUDENT AID	54,000	65,600	92,000	91,345	101,350	105,825	107,110	113,250	117,775	117,775	117,775	63,775	118.1%	8.0%
6	BOOKS,FILMS & SOFTWARE	2,578,417	2,537,106	2,642,094	2,722,661	4,432,482	4,510,155	4,090,951	3,897,132	2,014,977	1,677,987	1,593,097	(985,320)	(38.2%)	8.7%
7	ENERGY COSTS	5,374,600	5,277,000	4,830,000	4,913,000	4,695,500	4,340,000	4,641,000	4,838,475	5,212,110	5,523,000	5,900,000	525,400	9.8%	(0.9%)
8	REPAIRS BLDGS. & GRNDS.	2,716,160	2,844,268	2,897,720	3,009,763	3,362,013	4,204,365	4,521,251	4,968,142	4,072,328	4,036,000	2,614,000	(102,160)	(3.8%)	0.4%
9	SUPPLIES & SERVICES	7,398,412	8,112,577	8,368,862	8,827,015	9,919,542	10,814,763	11,740,282	12,087,305	10,911,895	9,870,082	9,341,368	1,942,956	26.3%	4.6%
10/12	NEW/REPL. EQUIPMENT	2,522,241	2,746,709	2,381,756	2,400,816	3,658,761	3,782,771	1,808,846	3,702,430	1,420,825	2,092,060	1,674,301	(847,940)	(33.6%)	4.1%
11	DEBT CHARGES	3,972,496	3,912,697	2,528,742	2,294,620	1,567,565	1,162,940	1,253,026	1,490,024	2,333,088	2,487,696	2,250,100	(1,722,396)	(43.4%)	9.0%
13	CAPITAL FROM CURRENT	648,150	925,000	864,700	616,500	969,000	1,287,700	6,372,500	3,405,315	2,864,000	2,311,000	1,504,529	856,379	132.1%	(1.4%)
14	PERM. IMPROVEMENTS	526,291	596,824	594,179	230,650	826,381	1,038,260	987,110	770,501	888,581	782,606	557,321	31,030	5.9%	41.1%
15	RENTALS	709,026	828,260	1,000,519	1,063,077	1,651,389	1,896,384	2,022,694	2,324,710	2,632,509	2,794,112	2,783,515	2,074,489	292.6%	21.2%
16	FEES & CONTRACTUALS	2,713,003	2,854,357	3,598,143	4,050,223	5,051,590	5,437,629	6,007,529	6,986,794	6,792,262	6,496,055	6,011,132	3,298,129	121.6%	15.5%
17	TUITION FEES	58,500	62,955	57,240	1,329,516	1,580,105	1,993,938	2,914,670	3,382,910	3,997,893	4,567,148	5,109,563	5,051,063	8634.3%	9.6%
18	WORKING CAPITAL	175,000	0	0	0	250,000	250,000	250,000	50,000	0	0	0	(175,000)	(100.0%)	236.1%
19	CHARGE BACK OF TAXES	909,563	881,131	1,233,814	1,155,000	1,567,214	1,279,451	1,625,189	1,622,131	2,349,529	2,596,289	3,110,180	2,200,617	241.9%	(28.0%)
20	OTHER EXPENSE	400,092	534,242	745,829	934,952	2,144,814	2,661,171	2,118,282	2,475,118	1,353,457	8,174,093	753,717	353,625	88.4%	13.0%
	TOTAL	$ 153,156,339	162,955,314	169,996,623	181,448,171	201,125,211	221,206,171	248,085,579	265,879,894	277,392,241	285,795,585	269,367,380	116,211,041	75.9%	70.7%
	% INCREASE/(DECREASE)	7.2%	6.4%	4.3%	6.7%	10.8%	10.0%	12.2%	7.2%	4.3%	3.0%	(5.7%)			6.0%

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TEN YEAR REVENUE BUDGET COMPARISON

CLASSIFICATION	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	TEN YEAR INCREASE AMOUNT	%
LEVY	$ 89,084,747	96,748,249	97,977,175	105,746,619	115,542,896	128,453,425	152,381,933	153,982,118	159,288,895	160,176,270	155,780,487	66,695,740	74.9%
SUPPL. TAXES,P.I.L.,T&T.,& SUR/DEF	7,448,887	6,083,109	8,173,306	6,493,078	8,074,314	10,922,350	6,371,851	10,943,774	13,702,904	15,354,434	12,451,772	5,002,885	67.2%
PAYMENT TRANSFERS	0	0	0	1,551,717	813,564	511,608	130,700	27,500	0	0	0	0	0.0%
REFUND OF TAXES	0	0	5,443,253	0	545,000	0	0	0	0	2,324,268	0	0	0.0%
	96,533,634	102,831,358	111,593,734	113,791,414	124,975,774	139,887,383	158,884,484	164,953,392	172,991,799	177,854,972	168,232,259	71,698,625	74.3%
PROVINCIAL GRANTS	51,275,703	52,940,682	51,727,002	59,331,834	64,547,690	64,139,817	69,442,947	81,716,110	83,624,654	89,005,861	77,521,599	26,245,896	51.2%
OTHER PROVINCIAL REVENUE	184,100	197,200	316,000	275,400	177,199	494,700	567,317	935,629	1,029,409	670,236	2,058,607	1,874,507	1018.2%
TUITION FEES	2,358,411	2,345,808	2,575,952	5,096,828	8,216,654	13,029,050	15,907,941	15,227,765	16,106,305	15,712,163	15,103,892	12,745,481	540.4%
RECOVERY OF TRANSPORTATION EXP.	0	40,000	26,668	37,000	31,000	55,000	62,500	60,000	60,000	70,000	70,000	70,000	0.0%
RENTAL REVENUE	685,543	749,110	1,064,748	1,168,495	1,086,719	907,216	796,160	820,208	730,064	569,052	556,073	(129,470)	(18.9%)
RECOVERY OF CAPITAL EXPENDITURE	25,000	58,000	33,000	55,000	50,000	46,000	46,000	47,000	57,000	46,500	49,500	24,500	98.0%
TRF. FROM OTHER FUNDS & RESERVES	109,300	1,833,154	122,509	0	0	0	0	0	250,000	0	4,529,090	4,419,790	4043.7%
OTHER REVENUE	1,984,648	1,960,002	2,537,010	1,692,200	2,040,175	2,647,005	2,378,230	2,119,790	2,543,010	1,866,801	1,246,360	(738,288)	(37.2%)
TOTAL	$ 153,156,339	162,955,314	169,996,623	181,448,171	201,125,211	221,206,171	248,085,579	265,879,894	277,392,241	285,795,585	269,367,380	116,211,041	75.9%
% INCREASE/(DECREASE)	7.2%	6.4%	4.3%	6.7%	10.8%	10.0%	12.2%	7.2%	4.3%	3.0%	(5.7%)		
TAXES ON $5,000 AVERAGE ASSESSED HOME	$ 512.42	$ 553.39	$ 558.60	$ 641.84	$ 690.79	$ 744.68	$ 879.44	$ 888.93	$ 930.59	$ 950.99	$ 950.99	$ 438.57	85.6%
INCREASE OVER PREVIOUS YEAR	21.82	40.97	5.21	83.24	48.95	53.89	134.76	9.49	41.66	20.40	0.00		
%	4.4%	8.0%	0.9%	14.9%	7.6%	7.8%	18.1%	1.1%	4.7%	2.2%	0.0%		
PERCENTAGE OF FINANCING FROM ALL SOURCES													
LEVY	58.1%	59.4%	57.7%	58.3%	57.4%	58.0%	61.4%	58.0%	57.5%	56.0%	57.8%		
SUPPL.TAXES,P.I.L.,T&T.,SURPLUS, PAYMENT TRFS. & REFUND OF TAXES	4.9%	3.7%	8.0%	4.4%	4.7%	5.2%	2.6%	4.1%	4.9%	6.2%	4.6%		
PROVINCIAL GRANTS	33.5%	32.5%	30.4%	32.7%	32.1%	29.0%	28.0%	30.7%	30.1%	31.1%	28.8%		
OTHER REVENUE	3.5%	4.4%	3.9%	4.6%	5.8%	7.8%	8.0%	7.2%	7.5%	6.7%	8.8%		
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

ASSUMPTIONS USED IN THE THREE YEAR EXPENDITURE/REVENUE PROJECTION

ENROLMENT ESTIMATES

ELEMENTARY

	1994		1995		1996		1997	
	HEADCOUNT	F.T.E. *	HEADCOUNT	F.T.E. *	HEADCOUNT	F.T.E. *	HEADCOUNT	F.T.E. *
RESIDENT & NON-RESIDENT PUPILS	27,009	24,123.66	27,066	24,184.77	27,216	24,310.47	27,322	24,409.17
		+57		+150		+106		

SECONDARY

	1994		1995		1996		1997	
	HEADCOUNT	F.T.E. *	HEADCOUNT	F.T.E. *	HEADCOUNT	F.T.E. *	HEADCOUNT	F.T.E. *
RESIDENT & NON-RESIDENT PUPILS	14,050	13,140.68	14,344	13,042.71	14,637	12,930.13	14,928	12,930.13
		+294		+293		+291		

NOTES: The "headcount" figures where derived from the Draft 1994 Accommodation Report.
Enrolment figures have not been adjusted to reflect the potential transfer of Wentworth County students at Sherwood to the new Wentworth County school opening September 1995.

* F.T.E.= Full Time Equivalent; determined based of the following weighting: September of previous year - 10%, February of current year - 50%, September of the current year - 40%, and pupils prorated for less than full time. This is consistent with current Ministry practice.

APPENDIX. E.

The Board of Education for the City of Hamilton
Three Year Expenditure Projection

	1994 Approved Budget	% Change over Prior Yr.	PROFORMA 1995	% Change over Prior Yr.	1996	% Change over Prior Yr.	1997	% Change over Prior Yr.	
Remuneration									
Salaries & Wages	$ 206,510,728		206,324,000						
Employee Benefits	24,402,124		23,999,000						*
	230,912,852	(3.80%)	230,323,000	(0.26%)					
Social Contract	(5,541,600)		(7,669,000)						
	225,371,252	(2.68%)	222,654,000	(1.21%)	225,799,000	1.41%	229,088,000	1.46%	
Fixed									
Energy	5,900,000		5,900,000		5,900,000		5,900,000		*
Debt Charges	2,250,100		4,452,000		4,538,000		4,562,000		
Rentals - Comp. Mainframe	2,460,000		2,460,000		2,460,000		2,460,000		*
Fees & Contractuals									
- Transportation	5,083,242		5,083,000		5,083,000		5,083,000		*
- Insurance	424,130		497,000		529,000		547,000		
Tuition Fees	5,109,563		5,435,000		5,472,000		5,476,000		
Charge Back of Taxes	3,110,180		3,563,000	**	4,144,000		4,721,000		
	24,337,215	5.10%	27,400,000	12.58%	28,126,000	2.65%	28,749,000	2.22%	
Variable									
Consumables									
Travel	269,775								
Personnel Training	405,755								
Bursaries & Student Aid	117,775								
Books, Films & Software	1,593,097								
Supplies & Services	9,341,368								
Other Expense	598,017								
	12,325,787								
Contractuals									
Rentals - Other	323,515								
Fees & Contr. - Other	503,760								
	827,275								
Capital									
Repairs Bldgs & Grnds	2,614,000								
New & Repl. Equipment	1,674,301								
Capital from Current	1,504,529								
Perm. Improvements	557,321								
	6,350,151								
Other									
Working Capital	0								
Transfer to Reserves - Rentals	155,700								
	155,700								
	19,658,913	(36.72%)	20,000,000	1.74%	20,000,000	0.00%	20,000,000	0.00%	*
Total Operating Expenditures	$ 269,367,380	(5.75%)	270,054,000	0.25%	273,925,000	1.43%	277,837,000	1.43%	

* Represents 1994 information. To be amended for 1995, 1996 & 1997.

** Potential for significant change.

1994 10 06
3YRSTRGY

APPENDIX. E.

The Board of Education for the City of Hamilton
Three Year Revenue Projection

	1994 Approved Budget	% Change over Prior Yr.	PROFORMA 1995	% Change over Prior Yr.	1996	% Change over Prior Yr.	1997	% Change over Prior Yr.
Fixed								
General Legislative Grants	$ 83,063,199		83,300,000					
Social Contract	(5,541,600)		(7,669,000)					
	77,521,599		75,631,000		73,922,000		73,558,000	
Suppl. Taxes, T&T, PIL	7,300,597		7,525,000		7,725,000		7,925,000	
Tuition Fees	15,103,892		14,843,000		14,790,000		14,775,000	
	99,926,088	(11.30%)	97,999,000	(1.93%)	96,437,000	(1.59%)	96,258,000	(0.19%)
Variable								
Other Provincial Revenues	2,058,607		960,000		1,055,000		1,055,000	
Recoverable Transportation	70,000		70,000		70,000		70,000	
Rental Revenue	556,073		430,000		430,000		430,000	
Capital Recoveries	49,500		50,000		50,000		50,000	
Other Revenue	5,775,450		1,110,000		1,120,000		1,130,000	
	8,509,630	164.00%	2,620,000	(69.21%)	2,725,000	4.01%	2,735,000	0.37%
Surplus/(Deficit)	5,151,175		0		0		0	
y for Mill Rate	155,780,487		169,435,000	8.77%	174,763,000	3.14%	178,844,000	2.34%
	160,931,662	(5.20%)	169,435,000	5.28%	174,763,000	3.14%	178,844,000	2.34%
Total Operating Revenues	269,367,380	(5.75%)	270,054,000	0.25%	273,925,000	1.43%	277,837,000	1.43%
Realty Taxes	$ 950.99	0.00%	1,051.66	10.59%	1,084.69	3.14%	1,113.05	2.61%
Assessment Base	820,146,302		806,552,941		806,552,941		804,335,294	

1994 10 06
3YRSTRGY/ds

Deferred at the October Operations and Finance Committee meeting

News Release

ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

OPSBA

Communiqué

ASSOCIATION DES CONSEILS SCOLAIRES PUBLICS DE L'ONTARIO

August 23, 1994

For more information:
Heather Dion, Director of Communications

WORKERS' COMPENSATION LEGISLATION COULD COST PUBLIC SCHOOL BOARDS AND TAXPAYERS

(Toronto): Ontario's public school boards and their taxpayers could be stuck with part of the $12 billion unfunded liability in the workers' compensation system unless changes are made to Bill 165, the workers' compensation reform legislation now under consideration at Queen's Park.

"It is irresponsible for the provincial government not to identify ways to address the enormous unfunded liability with Bill 165," said Donna Cansfield, president of the Ontario Public School Boards' Association. "This puts school boards and their taxpayers in a financially threatening position at a time when the Ministry of Education and Training wants as much money as possible to go to classroom needs."

"While Ontario's public school boards want an effective workers' compensation system that meets the needs of employees and employers, they're already strapped by enormous costs associated with other provincial legislation that doesn't directly benefit students," said Cansfield. "What we want is an effective workers' compensation system that is financially responsible and doesn't place undue risk on public school boards, their 100,000 employees and local property taxpayers.

Among many recommendations made to the Queen's Park resources development committee, Cansfield said

- the principle of financial responsibility must be included within the purpose of Bill 165 and
- the power to penalize, if utilized with respect to vocational rehabilitation programs, must apply to workers as well as employers.

"The way Bill 165 is now written is simply financially irresponsible and reforms nothing," said Cansfield. "Any changes to the workers' compensation system must provide coverage to all employees and put the system on a secure financial footing. As well, changes must be fair to all parties, including school boards and their employees and taxpayers, and cognizant of their ability to pay."

The Ontario Public School Boards' Association teamed up with the Metro Toronto Board of Trade to present detailed comments about Bill 165 to the Queen's Park committee

- 30 -

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439 UNIVERSITY AVENUE, 18th FLOOR • TORONTO, ONTARIO M5G 1Y8 • TELEPHONE: (416) 340-2540 • FAX: (416) 340-7571

THE BOARD OF TRADE OF METROPOLITAN TORONTO

Comments and Recommendations concerning Bill 165 - Workers' Compensation Reform

1. The Purpose Clause

The Labour/Management Purpose Clause contained several elements - a fair benefit system, the requirement that the WCB's board of directors exercise the highest level of financial responsibility and accountability, and, most importantly, the obligation that any proposed changes to benefits, services, programs and policies be thoroughly analyzed with respect to their financial impact on the system. The Purpose Section in the Bill deals only with "fair compensation" and the provision of other benefits already prescribed by the Act.

The only thing achieved by the Bill's Purpose Clause is the introduction of the concept of fairness in compensation for lost-time injuries. However, lost-time benefit levels are established by the Act. Compensation benefits are not established by reference to what is notionally fair in the circumstances. At first blush, the legislative draftspersons have rendered the Purpose Clause meaningless.

The reference to fairness in the Labour/Management Purpose Clause took its meaning from the other elements of the Clause - that is, fairness within the context of financial responsibility and the knowledge of the financial consequences of changing benefit policies to the health of the system.

The Purpose Clause must be redrafted to reflect the financial responsibility framework which was a fundamental part of the negotiated labour/management bargain.

2. The Powers and Responsibilities of the Board and the board of directors

Section 58 of the Act is amended to require the board of directors to act in a financially responsible and accountable manner. Section 65 is amended by adding two new subsections, Section 65(3.1) and Section 65(3.2). These subsections require the Workers' Compensation Board (the "Board"/the "WCB") to ensure that "... generally accepted advances in health sciences and related disciplines are reflected in benefits, services, programs and policies in a way that is consistent with the purposes of the Act;" (emphasis added) and,

"... the Board shall evaluate the consequences of any proposed change in benefits, services, programs and policies to ensure that the purposes of this Act are achieved." (emphasis added)

It is critical to understand that these powers and obligation refer to the abbreviated Purpose Clause that only relates to the program of benefits. The combination of adding the abbreviated Purpose Clause and amending Sections 58 and 65 of the Act is to ensure that stress claims, for example, and any other emotional/behavioral condition that may be related to work, will be accepted without regard to the financial consequences of expanding the scope of entitlement under the Act.

This subverts the entire rationale of the Business Caucus for participating in the PLMAC exercise. As the Business Caucus stated in its November 18, 1993 Proposal:

> "Workers' compensation in Ontario is in crisis. The system is already technically bankrupt and owes workers $11 Billion more than it has money to pay them. This debt is growing at the rate of about $2 Million a day, and will triple in the next 20 years. Without fundamental reform, there will not be enough money to pay injured workers unless the taxpayer of Ontario assumes the payments.
>
> The Premier of Ontario has asked business and labour to work together to produce a new system which will pay injured workers fairly and meet the test of being financially sound. ...
>
> A financial responsibility framework ... and governance structure [are] the cornerstones of reform, ..." (emphasis added)

The Purpose Clause must be expanded to reflect the financial responsibility framework, and Sections 58 and 65(3.1) and (3.2) must be amended to refer clearly and directly to the system's need to be managed in a financially responsible manner. There must be a relationship established between expenses and revenues that is both fair to the worker and fair to employers.

3. Government Policy Direction

Sections 65.1 and 65.2 are added to the Act. These Sections allow the Government to issue policy directions to the Board which the Board must respect" ... in the conduct of its affairs" (Section 65.2(2)3). These provisions, in effect, allow the Government to administer the system through its servant, the Board. This politicizes workers' compensation in Ontario. It removes the financial responsibility the board of directors is given in other sections and it creates uncertainty in the appeal system. Who is responsible for establishing the policy and general law of the Act (Section 93(1))?

These amendments should either be eliminated or drafted with greater specificity so that the Government's intentions can be clearly understood and provided for. The Board, by these sections, is placed in the untenable position of being responsible for the operation of the system and, at the same time, having to adhere to Government policies which may not be consistent with its view of what is necessary to maintain the system's health.

4. Experience Rating

Both the Business Caucus and the OFL, in their press releases in March, made reference to the Board's Experience Rating Programs. The agreement was to establish a Template of Best Practices which would include health and safety programs, access to and utilization of rehabilitation services, modified work programs, and return to work programs. The Template of Best Practices was intended to be a guide for voluntary actions employers could take to improve their claims experience. The Bill, however, makes no mention of the Template of Best Practices and makes the elements of the Template mandatory, instead of voluntary. The Template of Best Practices was an extremely important part of the Labour/Management Agreement that has not only been ignored by the legislative draftspersons, but has been converted into something that was never intended.

Section 103.1 of the Bill ought to be eliminated or redrafted to reflect the negotiated bargain. More WCB audit intervention into workplace management is intolerable and adds an administrative burden onto the WCB which it cannot handle.

5. Reinstatement Obligations

The theme of the WCB intervention into the management of all enterprises under the Act is carried forward with the addition of Section 54(11.1). This provision allows the WCB, on its own initiative, to determine whether an employer has fulfilled the employer's obligations to reinstate and re-employ workers under Section 54. The position taken by the Business Caucus is correct. There is no evidence that the Board cannot enforce employer reinstatement obligations as Section 54 is presently drafted. Section 54 has teeth. There is no need for the WCB, quite apart from the worker, to audit employer compliance with the section. This subsection should be eliminated.

If subsection (11.1) is not eliminated, it should, at least, reference the limitation period provided for in Section 54(12). The Board should not be able to undertake its own determination respecting employer compliance after three months from the date of termination of employment.

6. Vocational Rehabilitation

The Bill adds Section 103(4.1) to the Act which allows the Board to penalize employers for failing to co-operate with Vocational Rehabilitation Services or Rehabilitation Programs provided by the Board under Section 53. This new penalty does not take into account experience rating surcharges, nor, is Section 103(9) amended to include reference to subsection (4.1). Section 103(9) presently reads:

> "The Board, if satisfied that the default was excusable, may in any case relieve the employer in whole or in part from liability under subsection (4)."

The imposition of this new employer penalty does not have a companion obligation requiring workers to co-operate with Rehabilitation Services and Rehabilitation Programs. As stated in the Business Caucus' November 18, 1993 Proposal:

> "
> - There must be an obligation on the injured worker to return to work as quickly as possible and to mitigate the costs.
> - The injured worker must make him/herself available for modified duty as soon as possible and for co-operating and in keeping in contact with the employer, the union where it exists, and the WCB.
> - The injured worker must be a co-operative conduit for the transmission of relevant medical information from his/her treating physician to the WCB and his/her employer."

Either Section 103(4.1) should be eliminated or companion worker obligations should be added to ensure that Rehabilitation Programs are clearly established on the principle of shared responsibility.

7. The Financial Trade-offs

It appears that Bill 165 reflects the Labour/Management Agreement. Assuming that a financial responsibility framework is inserted into Bill 165, this trade-off appears to be appropriate. However, if the financial responsibility framework is not incorporated into the Bill, The Board of Trade's position is as contained in the Business Caucus' November 1993 Proposal. The "Friedland" indexing formula should apply to all claims.

1994 10 11
E.L. Trustees

SCOUTS CANADA - HAMILTON WENTWORTH REGION

375 James Street South, Hamilton, Ontario L8P 3B9
Tel: (905) 528-5711 Fax: (905) 528-7919 Scout Shop: (905) 528-4662

October 5, 1994

Mr Bert Allen
Trustee
Hamilton Board of Education
100 Main St W
Hamilton, Ontario
L8N 3L1

Dear Mr Allen:

I am writing to express our concern and dissatisfaction with the recently announced increase in elementary school rental rates that has been imposed upon Scouts Canada and its youth membership by the department of Culture and Recreation. It is our understanding that this increase is the result of the Board of Education elevating the rate at which schools are rented to the Department of Culture and Recreation and that this is only the beginning of a series of increases over the next few years.

We are disturbed by several aspects of this increase. Firstly, the jump in fees represents an increase of 150% to each of our groups utilizing school facilities. In real terms this is a dollar increase of $525 annually for each evening (based on rentals of 35 evenings per year). To the average Scouting group offering our three junior age group programs (Beavers, Cubs & Scouts) to a community, it represents an annual increase of $1,575. Most Scouting groups operate an entire years program on a budget of less than $2,000. The impact of this increase will be devastating to the average group.

Scouting and Guiding deliver effective educational programs that develop personal skills, enhance self esteem and teach positive social values. Being overwhelmingly volunteer managed and driven, as well as essentially self supporting, they are cost effective. They empower neighbourhood volunteers to grow through the management and leadership of their groups. School user fees appear to be designed to inhibit Scouting's ability to offer programs to children.

While many of our groups form partnerships in communities where established and viable groups such as churches and service clubs already exist, it is exactly in those neighbourhoods lacking these supportive institutions that we must rely on school facilities. Rental fees and hefty fee increases impact hurtfully on precisely those neighbourhoods most in need of support and encouragement.

SCOUTS CANADA - HAMILTON WENTWORTH REGION

375 James Street South, Hamilton, Ontario L8P 3B9
Tel: (905) 528-5711 Fax: (905) 528-7919 Scout Shop: (905) 528-4662

That there is any rental fee at all is discouraging. It is our belief that Hamilton is the only municipality in Ontario that charges charitable organizations for school use. Does the Hamilton Board of Education's commitment to the social development of children end with the school bell at 4:00 pm? Why do educators speak of the need for community empowerment in the development of children's programs and then legislate fee structures that obstruct organizations from doing so?

Our final concern is with the process by which this decision was instituted. We have always seen ourselves as partners with educators in the development of children. Organizations such as Scouts and Guides would have appreciated an opportunity to react to the proposed increases. Was any consideration given to how these enormous fee increases would impact upon underfunded, voluntary organizations? Why was there no consultation process?

We would very much appreciate an opportunity to elaborate further on our concerns and look forward to hearing from you.

Sincerely,

Lorne Ellis
Regional Field Executive
Scouts Canada

To: The Chairman and Members of
Operations and Finance Committee
1994-11-08

From: Paul E. Shewfelt, Superintendent of Finance and Treasurer
Irene Polidori, Manager, Financial Services

Re: Interim Financial Status Report - September 30, 1994

Report: Information

Background:

The Interim Financial Status Report for the nine month period ended September 30, 1994 compares the spending patterns for the first nine months of 1994 to the same period in 1993.

The report is prepared on a modified cash basis in that the expenditures and revenues are generally shown as they are paid or received. Commitments are included in the expenditures.

Later on the agenda, there is an item "Future Format of the Interim Financial Status Report" which compares economic, function and responsibility reporting.

Issue:

To review the financial status of the Board of Education for the City of Hamilton for the nine month period ended September 30, 1994, using the modified cash basis.

Analysis:

Total expenditures and revenues are approximately at the same percentage of the total budgets for both years.

Recommendation:

That the report be received for information.

Attachment:

The interim status report for September 30, 1994.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE NINE MONTHS ENDED SEPTEMBER 30, 1994 & 1993

OPERATING FUND	1994 Budget	1994 Sept 30	1994 %	1993 Budget	1993 Sept 30	1993 %	Inc./ (Decr)	%	Note
EXPENDITURES (000'S)									
Salaries & Wages, Employee Benefits	225,371	168,036	74.6	231,575	170,623	73.7	(2,587)	(1.5)	
Travel, Personnel Training, Bursaries	794	416	52.4	813	454	55.8	(38)	(8.4)	
Books & Supplies	10,934	7,014	64.1	11,548	7,747	67.1	(733)	(9.5)	
Energy Costs	5,900	4,121	69.8	5,523	3,533	64.0	588	16.6	
New/Replacement Equipment	1,674	918	54.8	2,092	617	29.5	301	48.8	
Debt Charges	2,250	1,834	81.5	2,488	1,917	77.0	(83)	(4.3)	
Capital from Current, Repairs, & Permanent Improvements	4,676	3,353	71.7	7,130	5,993	84.1	(2,640)	(44.1)	
Rentals, Fees & Contractual Services	8,794	5,859	66.6	9,290	5,770	62.1	89	1.5	
Tuition Fees	5,110	3,014	59.0	4,567	2,626	57.5	388	14.8	
Charge Back of Taxes	3,110	2,333	75.0	2,596	1,947	75.0	386	19.8	
Provision for Reserves & Other	754	422	56.0	8,174	6,259	76.6	(5,837)	(93.3)	1
TOTAL EXPENDITURES	269,367	197,320	73.3	285,796	207,486	72.6	(11,874)	(5.7)	
REVENUES (000'S)									
Levy for Mill Rate, Refund	155,780	117,161	75.2	162,500	122,853	75.6	(5,692)	(4.6)	
Supp. Taxes, T.&T., P.I.L., Surplus	12,452	7,142	57.4	15,355	10,013	65.2	(2,871)	(28.7)	
Prov. Grants - Revenue Fund	77,521	54,211	69.9	89,006	58,823	66.1	(4,612)	(7.8)	
Other Provincial Revenue	2,059	1,007	48.9	670	596	89.0	411	69.0	
Tuition Fees	15,104	9,291	61.5	15,712	9,568	60.9	(277)	(2.9)	
Transfer from Reserves	4,529	4,529	0	0	0	0.0	4,529	0.0	1
Other Revenue	1,922	1,808	94.1	2,553	1,539	60.3	269	17.5	
TOTAL REVENUES	269,367	195,149	72.4	285,796	203,392	71.2	(9,951)	(4.9)	

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
NOTES TO THE INTERIM FINANCIAL STATUS REPORT
FOR THE NINE MONTH PERIOD ENDED SEPTEMBER 30, 1994

EXPENDITURES AND REVENUES

Note 1

- Provision for Reserves and Other
- Transfer from Reserves

In April 1993 the Mill Rate Stabilization Reserve of $5,723,000 was established and recorded as a Provision for Reserves. In 1994, $4,529,000 was transferred from this reserve to the Revenue Fund.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT
HISTORICAL INFORMATION
FOR THE YEARS ENDED DECEMBER 31, 1989 TO 1993

OPERATING FUND

	1989	1990	1991	1992	1993
EXPENDITURES (000's):					
Salaries, Wages and Benefits	175,347	196,095	211,210	223,364	226,595
Travel, Personnel Training, Bursaries	1,090	1,060	967	704	715
Books & Supplies	15,450	15,118	15,149	12,446	11,215
Energy Costs	4,422	4,442	4,810	5,338	5,383
New and Replacement Equipment	3,605	2,955	3,634	1,611	1,569
Debt Charges	1,163	1,253	936	2,333	2,488
Capital from Current, Repairs and Permanent Improvements	8,228	11,504	9,613	7,077	5,073
Rentals, Fees & Contractual Services	7,251	8,161	8,990	8,875	8,746
Tuition Fees	2,436	2,842	3,803	4,439	4,784
Charge Back of Taxes	1,279	1,956	1,622	6,165	2,596
Provision for Reserves and Other	3,913	3,087	3,838	3,627	6,788
TOTAL EXPENDITURES	**224,184**	**248,473**	**264,572**	**275,979**	**275,952**
REVENUES (000's):					
Levy for Mill Rate	128,453	152,382	153,988	159,289	160,176
Refund of Taxes	0	0	0	0	2,324
Suppl. Taxes, T. & T., P.I.L., Surplus	10,980	6,272	12,348	14,190	15,653
Provincial Grants - Revenue Fund	64,734	73,250	81,822	83,697	83,156
Other Provincial Revenue	741	915	1,027	3,272	835
Tuition Fees	13,242	14,772	15,867	16,043	16,482
Other Revenue	4,668	3,997	4,987	6,900	2,477
TOTAL REVENUES	**222,818**	**251,588**	**270,039**	**283,391**	**281,103**

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FUND MANAGEMENT SUMMARY (000'S)
SEPTEMBER 30, 1994

	1994	1993
SHORT TERM INVESTMENTS AS AT SEPTEMBER 30:		
Revenue Fund	$6,550	$7,720
Mill Rate Stabilization Reserve	1,474	5,816
Restructuring Reserve Fund	198	189
Integrated Information System Reserve Fund	310	-
Capital Reserves	1,215	1,041
Capital Funds	8	79
Retirement Gratuity Reserve	5,252	6,430
TOTAL PORTFOLIO	$15,007	$21,275
INTEREST EARNINGS:		
Revenue Fund	$171	$257
Mill Rate Stabilization Reserve	124	94
Restructuring Reserve Fund	7	1
Integrated Information System Reserve Fund	10	-
Capital Reserves and Capital Funds	41	47
Retirement Gratuity Reserve	225	225
TOTAL PORTFOLIO INTEREST EARNED FOR NINE MONTHS	$578	$624
BORROWING SUMMARY:		
Total Internal Borrowings	$31,738	$17,938
Total Internal Repayments	31,738	17,938
Total External Borrowings	13,788	1,138
Total External Repayments	13,788	1,138
BALANCE AS AT SEPTEMBER 30	$0	$0
INTEREST EXPENSE FOR NINE MONTHS:		
Internal Borrowings	$28	$9
External Borrowings	10	-
	$38	$9
BANK INTEREST EARNED FOR NINE MONTHS:	$24	$10

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
CONTINUITY SCHEDULE FOR RESERVE FUNDS
SEPTEMBER 30, 1994

CAPITAL RESERVES (000'S)

	Budget 1994	Actual 1994 09 30	Actual 1993 09 30
Opening Balance	$1,175	$1,175	$923
Revenues			
Interest Earned	54	41	47
Property Rentals	156	-	-
Site Sales	-	-	-
Capital Grants	-	-	-
	1,385	1,216	970
Expenditures			
Capital Projects	-	-	(2)
Transfer to Revenue Fund	-	-	-
	-	-	(2)
Closing Balance	$1,385	$1,216	$972

RETIREMENT GRATUITY RESERVES (000'S)

	Budget 1994	Actual 1994 09 30	Actual 1993 09 30
Opening Balance	$6,290	$6,290	$6,553
Revenues			
Transfer from Revenue Fund	1,573	1,573	1,533
Interest Earned	291	225	225
	8,154	8,088	8,311
Expenditures			
Gratuities Paid	2,300	2,835	1,830
Closing Balance	$5,854	$5,253	$6,481

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
CONTINUITY SCHEDULE FOR RESERVE FUNDS
SEPTEMBER 30, 1994

MILL RATE STABILIZATION RESERVE (000'S)

	Budget 1994	Actual 1994 09 30	Actual 1993 09 30
Opening Balance	$5,879	$5,879	$ -
Revenues			
Transfer from Revenue Fund to Establish Reserve	-	-	5,723
Interest Earned	145	124	94
	$6,024	$6,003	$5,817
Transfer to Revenue Fund	4,529	4,529	-
Closing Balance	$1,495	$1,474	$5,817

RESTRUCTURING RESERVE (000"S)

	Budget 1994	Actual 1994 09 30	Actual 1993 09 30
Opening Balance	$191	$191	$ -
Revenues			
Transfer from Revenue Fund to Establish Reserve	-	-	188
Interest Earned	9	7	1
Closing Balance	$200	$198	$189

INTEGRATED INFORMATION SYSTEM RESERVE (000's)

	Budget 1994	Actual 1994 09 30
Opening Balance	$300	$300
Revenues		
Interest Earned	13	10
Closing Balance	$313	$310

7.

TO: The Chairman and Members of
The Operations and Finance Committee
1994 11 08

FROM: Paul Shewfelt, Superintendent of Finance and Treasurer
Greg Rutledge, Controller

RE: ***Future Format of Interim Financial Status Report***

REPORT: For Information/Decision

BACKGROUND:

At the September meeting of the Operations and Finance Committee, it was requested that the interim financial status report be expanded to include functions as required by the Ministry of Education and Training.

The following reports are included for review and discussion:

Appendix A: Economic Expenditure Format
Appendix B: Functional Format
Appendix C: Responsibility Reporting

Appendix A & B are generally in the format as prescribed by the Ministry of Education and Training (M.E.T.) and form the axes to the "squares report". It is a way of categorizing expenditures and has its own strengths and weaknesses.

Appendix C is a responsibility reporting format that combines the content of Appendix A (economic expenditures) with the accountability and responsibilities of Superintendents.

ISSUE:

To share with trustees the background of three formats for reporting expenditures.

RECOMMENDATION:

That Appendix C form the basis of the Interim Financial Status Report commencing in 1995.

RATIONALE:

All three formats (economic, functional, responsibility) have advantages and disadvantages. Economic and functional meet the requirements of the M.E.T. and could be provided on request. Comparison between boards is not an easy matter because of variations in reporting expenditures. Responsibility reporting format should meet the needs of the Resource Management Strategy. In conclusion, financial information must be maintained in such a way as to provide at least the financial reporting in these three formats.

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APPENDIX A

MINISTRY OF EDUCATION & TRAINING
ECONOMIC EXPENDITURE FORMAT

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The economic classification prescribed by the Ministry of Education and Training (M.E.T.) forms the horizontal axis of the "squares report".

The content of each economic expenditure/revenue classification (attached) is based on the Chart of Accounts from the M.E.T. It has been our practice to provide information in this format with reports that include the twenty lines of expenditures and corresponding revenues. The model for Program Costings utilizes this economic expenditure format to ensure completeness in identifying costs and revenues.

The economic expenditure format does not identify who is accountable or responsible for expenditures by superintendent but provides a summary of overall accountability for the Board.

APPENDIX A

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE NINE MONTHS ENDED SEPTEMBER 30, 1994 & 1993

OPERATING FUND	1994 Budget	1994 Sept 30	1994 %	1993 Budget	1993 Sept 30	1993 %	Inc./ (Decr)	%	Note
EXPENDITURES (000'S)									
Salaries & Wages, Employee Benefits	225,371	168,036	74.6	231,575	170,623	73.7	(2,587)	(1.5)	
Travel, Personnel Training, Bursaries	794	416	52.4	813	454	55.8	(38)	(8.4)	
Books & Supplies	10,934	7,014	64.1	11,548	7,747	67.1	(733)	(9.5)	
Energy Costs	5,900	4,121	69.8	5,523	3,533	64.0	588	16.6	
New/Replacement Equipment	1,674	918	54.8	2,092	617	29.5	301	48.8	
Debt Charges	2,250	1,834	81.5	2,488	1,917	77.0	(83)	(4.3)	
Capital from Current, Repairs, & Permanent Improvements	4,676	3,353	71.7	7,130	5,993	84.1	(2,640)	(44.1)	
Rentals, Fees & Contractual Services	8,794	5,859	66.6	9,290	5,770	62.1	89	1.5	
Tuition Fees	5,110	3,014	59.0	4,567	2,626	57.5	388	14.8	
Charge Back of Taxes	3,110	2,333	75.0	2,596	1,947	75.0	386	19.8	
Provision for Reserves & Other	754	422	56.0	8,174	6,259	76.6	(5,837)	(93.3)	1
TOTAL EXPENDITURES	269,367	197,320	73.3	285,796	207,486	72.6	(11,874)	(5.7)	
REVENUES (000'S)									
Levy for Mill Rate, Refund	155,780	117,161	75.2	162,500	122,853	75.6	(5,692)	(4.6)	
Supp. Taxes, T.&T., P.I.L., Surplus	12,452	7,142	57.4	15,355	10,013	65.2	(2,871)	(28.7)	
Prov. Grants - Revenue Fund	77,521	54,211	69.9	89,006	58,823	66.1	(4,612)	(7.8)	
Other Provincial Revenue	2,059	1,007	48.9	670	596	89.0	411	69.0	
Tuition Fees	15,104	9,291	61.5	15,712	9,568	60.9	(277)	(2.9)	
Transfer from Reserves	4,529	4,529	0	0	0	0.0	4,529	0.0	1
Other Revenue	1,922	1,808	94.1	2,553	1,539	60.3	269	17.5	
TOTAL REVENUES	269,367	195,149	72.4	285,796	203,392	71.2	(9,951)	(4.9)	

The Board of Education for the City of Hamilton

Budget Development

Introduction

The annual budget represents the Board's financial plan of operations for the calendar year. It is a detailed body of information that reflects the current and future needs of the educational system while recognizing the limitations imposed by the Education Act, regulations, contractual agreements, practices, policies and economic constraints. The annual budget or estimate is a requirement under the Education Act, Section 209.

Planned expenditures must equal revenues. Revenues are derived from three main sources: tuition fees, provincial grants and the taxpayers of Hamilton. The financial burden or levy on the taxpayer is stated in terms of the educational taxes on an average assessed residential home of $5,000.

Budget Development

The development process takes into consideration the needs of the educational system through the participation of trustees, senior management, departments and schools. Senior management reviews departmental and school requests before they are included in the Preliminary Budget. Generally, the Preliminary Budget assumes the continuation for the educational system as approved by the Board in the previous year, additions and deletions by the board during the year and recommendations by senior management.

Types of Expenditures (Economic Classifications)

Salaries and Wages (In Camera)

Salaries and Wages are based on the actual staff on the Board payroll as of December 31 of the preceding year and adjusted for program additions/deletions and enrolment changes. The staffing reports are organized by function and position: Staffing: 1994, Staffing 1988-1993.

Category upgradings are updated yearly to reflect teachers' years of experience and academic achievement.

Responsibility allowances are reviewed annually. In addition, estimates for overtime costs, substitute cleaners, lunchroom and educational assistants are based on previous year's experience.

An estimate for trustees, curriculum developments, temporary clerks, supply teachers, summer school and night school teachers is determined.

Payments made to individuals who perform services for the Board, either on a full-time or part time basis, but not on the Board's payroll, are shown under Temporary Assistance Invoiced - Supplies and Services - Line 9, ie., typists from Office Overload or Commissionaires.

The Board of Education for the City of Hamilton

Budget Development

Employee Benefits (In Camera)

Employee Benefits represent the Board's contribution currently in effect for O.M.E.R.S. Pension Plan, Canada Pension Plan, Unemployment Insurance, Life Insurance, Health Levy, Co-op and Mutual Health Plans, Workers' Compensation, Retirement Gratuity Reserve, Dental Plan, etc.

The budget is calculated on known or estimated rate increases, changes in the number of eligible employees or changes in coverage.

Travel Expenses

Travel expenses include car allowances, reimbursement for mileage and trustees' travel allowance. Expenditures for mileage, meals and accommodation of employees who are receiving personnel training are included under Personnel Training.

Personnel Training

Personnel Training includes the cost of conventions, conferences, P.D. Days, workshops and in-service seminars which can be specifically identified to the training of staff and trustees. Expenses for courses and membership fees are also included.

Bursaries and Student Aid

This classification relates to expenditures made by the Board to award students for achievement and to assist students in financial need.

Books, Films and Software

Textbooks and reference books are used in the classroom. Books, films, tapes, magazines and periodicals, etc., are generally used in the library. Software for microcomputers is in this category.

Energy Costs

Energy costs include oil, hydro, natural gas, and vehicle gas/propane.

Repairs, Buildings and Grounds

Repairs and maintenance to buildings and grounds include the following areas: landscaping, electrical, renovations, heating/ventilating and painting.

The Board of Education for the City of Hamilton

Budget Development

Supplies and Services

Supplies and Services include a wide range of expenditures from advertising and bank charges to water-sewage and window cleaning. The significant expenditures are as follows: caretaking supplies, cartage, general supplies, instructional supplies, printing, repairs and telephone.

Instructional Supplies: Day School are developed on a per pupil basis. Each year the per pupil costs are adjusted by changes in enrolment. Start-up supplies for Core French, French Immersion, Micro-computers (tables, etc.) are included under Instructional Supplies in addition to the per pupil amounts.

Small equipment items which are defined as having a useful life of less than three years or a unit price of less than $300, are reported under Supplies and Services.

New and Replacement Equipment

Furniture and equipment that replaces worn out and/or obsolete items or represents additional furniture and equipment are included in this classification.

The replacement of automobiles, trucks and school buses are considered new equipment by the Ministry of Education.

Debt Charges and Capital Loan Interest

Debt charges are the annual payment of principal and interest on debenture issues. Debentures are payable to the Treasurer of Ontario, the City of Hamilton and the Regional Municipal of Hamilton-Wentworth. In 1985, outstanding debentures were written down by the Province by an amount that the Board would have received in provincial grants.

Capital From Current

Capital expenditures from current funds include the cost of additions to schools, major alterations, renovations and site purchases.

The Accommodation Report outlines the need for major capital expenditures which may be financed from Current Funds (levy), Capital Reserves or Debentures.

Permanent Improvements

Permanent improvements include the following items: minor electrical improvements, renovations and heating/ventilation.

The Board of Education for the City of Hamilton

Budget Development

Rentals

Rental of mainframe computer equipment and recreational facilities are the major items.

Fees and Contractual Services

Fees and Contractual services include professional fees, insurance and transportation costs. Costs of contracts for maintenance of buildings and equipment are included in Repairs to Buildings and Supplies and Services.

Transfers to Other Boards

Tuition fees payable to other school boards include fees payable to the Hamilton-Wentworth R.C.S.S.B. for our "open access" pupils (Bill 30).

Working Capital

The Provision for Working Funds provides for the orderly payment of vendor invoices, payrolls, etc., and reduces our interfund borrowing costs.

Charge Back of Taxes

Uncollectible taxes and tax remissions for the previous year are charged back to the Hamilton Board by the City of Hamilton in the current year.

Uncollectible taxes are those amounts that cannot be collected. They represent a small portion of the total. The major portion is tax remissions. They occur as a result of appeals, demolition of buildings, terminated business operations.

Other Expense

The major expenditures are association membership fees for the Board, grants to organizations and institutions (other than teacher federation for professional development activities), athletic program subsidy and expenses, short-term borrowings, municipal taxes, transfers to capital reserves and provision for assessment appeal.

7.

The Board of Education for the City of Hamilton

Revenues

Levy for Mill Rate

The tax levy represents the educational taxes to be levied upon residential and non-residential properties in the City of Hamilton. Beginning in 1990, the commercial and industrial assessment for publicly traded corporations is being shared on the ratio of residential assessment with the Hamilton-Wentworth R.C.S.S.B. The phase in will take 6 years. Taxes are levied only on public school supporters. The tax levy or financial burden on the taxpayers is stated in terms of the educational taxes on an average assessed residential home of $5,000.

The Education Act, Section 210, requires that money raised locally and not spent for salaries and employee benefits because of a strike or lock-out, must be placed in a reserve and used to reduce taxes in the following year.

General Legislative Grants and Other Provincial Revenues

Provincial funding is authorized by the Province through regulations known as the General Legislative Grants. There are several categories of grants of which basic per pupil grant, board specific grants and program specific grants are the major items.

Other Provincial Revenues include recoverable salaries, workers compensation payments, provincial project assistance programs and other miscellaneous receipts.

Supplementary Taxes, Telephone & Telegraph and Payments in Lieu

Supplementary taxes arise whenever new assessment is added during the taxation year, either from the correction of an omission from the roll or from new construction.

Properties subject to payments in lieu of taxes are shown as tax exempt on the assessment roll. After the mill rates are set, the municipality is required to bill the appropriate body in order to obtain payment.

Telephone and Telegraph represents taxes paid by Bell Canada as a percentage of their gross receipts.

Tuition Fees

Tuition fees from other school boards and individuals are the major items.

Tuition fees from other boards include "open access" pupils payable by the Hamilton-Wentworth R.C.S.S.B. (Bill 30).

Individual fees are generated from (a) parents of day school pupils who reside outside of Hamilton and (b) adult evening courses.

The Board of Education for the City of Hamilton

Revenues

Recovery of Transportation Expenditure

Transportation expenditures are primarily recovered from the Hamilton-Wentworth R.C.S.S.B.

Rental Revenue

Rental Revenue is generated from closed schools which have been leased to various tenants. Community use of gyms and auditoria is co-ordinated with the City of Hamilton.

Recovery of Capital Expenditure

Insurance claim proceeds re fire, theft and vandalism to Board property that are covered by insurance. Revenue from the sale of school buildings and/or sites is included.

Transfer from Other Funds and Reserves

Transfers from Working Funds, Capital Reserves or Retirement Gratuity Reserves are reported here.

Other Revenue

The major items under Other Revenue are recoverable salaries of staff on loan, recreation centres and investment income.

APPENDIX B

MINISTRY OF EDUCATION & TRAINING
FUNCTIONAL FORMAT

****

The functional format prescribed by the Ministry of Education and Training (M.E.T.) forms the vertical axis of the "squares report".

To explain the content of each function, the Chart of Accounts from the M.E.T. is enclosed and should be read in the context of expenditures and revenues. **Note:** The Chart of Accounts was last updated in 1982 and has been substantially the same for 15 - 20 years.

A summarized version of the functional format is prescribed by the M.E.T., Education Act, Subsection 234 (7) for the publication of the financial statements.

There are significant variations from board to board as to the information that is reported by each function. It is a matter of interpretation. We are not aware of any compliance audits that have been completed by the M.E.T. It is expected that in conjunction with the Commission on Learning and Education Finance Reform, there will be a major overhaul of the Chart of Accounts.

Comparisons to other boards is not an easy matter, it requires an analysis of our categorization of expenditure to their categorization. Each board may record information differently. Two examples to illustrate this are: (i) in some boards the human resource function is not recorded under "Business Administration" but under "Instruction". We report it under Business Administration (ii) in some boards the telephone expenditures are distributed to several functions. We report telephone expenditures for the Education Centre and Area Offices under Business Administration.

In the Instruction function, there are many reasons for variations: collective agreements, configuration of schools, variations in program and closure policies.

Ontario Public School Boards' Association (O.P.S.B.A.) has recognized the difficulty in collecting information and that it may not be comparable:

> "Unfortunately, there is not yet a comprehensive provincial database that accurately tracks dollars to the classroom. There is no province-wide consistent model for assessing how much is actually going to the classroom, how much is spent on "bureaucracy", how much is spent on school transportation, or how much on "overhead" and other non-classroom related areas."

However, it is useful for trends, macro analysis and in some specific areas.

CONCLUSION:

The current Chart of Accounts has outlived its usefulness in terms of a "quick reference" as a comparative tool because (i) boards are given the latitude to categorize expenditures at their discretion (ii) it has not been updated in 12 years to reflect the changing environment in education and (iii) the functions do not necessarily reflect responsibilities within the organization of a board.

APPENDIX "B"

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE NINE MONTHS ENDED SEPTEMBER 30, 1994 & 1993
OPERATING BUDGET

"Ministry of Education & Training: Functional Format"

	Budget	% of Total	1994 Sept. 30	% of Bud.	Explanation/Responsibility Reference	
EXPENDITURES (000'S):						
Business Administration	5,006	1.8	3,477	69.5	Sup't of Finance & Treas.	2,051,000
					Sup't of Human Resources	2,374,000
					Sup't of Admin & Operation	560,000
					Sup't of Schools	21,000
						5,006,000
General Administration	1,702	0.6	1,268	74.5	Board of Trustees	334,000
					Director	782,000
					Sup't of Finance & Treas.	290,000
					Sup't of Human Resources	263,000
					Sup't of Program	8,000
					Sup't of Admin & Operation	25,000
						1,702,000
Computer Services	4,085	1.5	2,920	71.5	Sup't of Admin & Operation	4,085,000
Instructional Supervision	8,956	3.3	6,154	68.7	Sup't of Program Sup't of Schools	
Day School	194,050	72.0	144,922	74.7	Sup't of Schools - includes School Services, Regular Day School, Special Education	
Educational Research-Evaluation	186	0.1	107	57.5	Sup't of Admin & Operations	
Continuing Education	2,461	0.9	1,449	58.9	Sup't of Program	
Physical Plant	30,862	11.5	22,072	71.5	Sup't of Admin & Operations - Plant operation & Maintence	
Transportation	5,556	2.1	3,461	62.3	Sup't of Finance & Treasurer	
Tuition Fees	5,110	1.9	3,014	59.0	Sup't of Finance & Treasurer	
Capital Expenditures (Non-Allocable)	2,062	0.8	1,346	65.3	Sup't of Admin & Operations	
Debt Charges	2,250	0.8	1,834	81.5	Sup't of Finance & Treasurer	

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE NINE MONTHS ENDED SEPTEMBER 30, 1994 & 1993
OPERATING BUDGET

"Ministry of Education & Training: Functional Format"

	Budget	% of Total	1994 Sept. 30	% of Bud.	Explanation/Responsibility Reference
EXPENDITURES (000'S) CONTINUED:					
Other Operating Expenditure	1,325	0.5	965	72.8	Sup't of Finance & Treasurer Sup't of Human Resources
Non-Operating Expenditure	2,490	0.9	2,258	90.7	
Municipal Charge Backs	3,110	1.2	2,073	66.7	
Provision for Reserve - Refund of Taxes					
Provision for Reserve - Ministry Equity					
Provision for Reserve - Board Equity	156	0.1	0	0.0	
Provision for Reserve - Other					
	269,367	100.0	197,320	73.3	
Commitments included			1,715		

EXPENDITURE

FUNCTIONS AND SUB-FUNCTIONS

1. Business Administration

This function pertains to the expenditures related to the business activities of the Board that are system wide and not specifically provided for in other functions. This includes the expenditures for the services provided by the Superintendent of Business such as accounting, financial control, purchasing,personnel and office services (duplicating, printing, switchboard and mailroom).

Not included are services provided by the Architect or Officer in charge of plant (see Plant Operation and Maintenance).

2. General Administration

This function pertains to expenditures for the Board of Trustees and related committees, the Director of Education's office, secretary to the Board, all general liability insurances, public relations, legal and audit fees.

3. Computer Services

This function pertains to a Data Processing Centre that is operated by the Board and that provides computing and data processing services for other functions.

Not included is expenditure for electronic data processing equipment located in classrooms for instruction in computer science only. Such expenditure is included under Instruction.

4. Instruction

The function of instruction consists of those activities dealing directly with the education program. The process is divided into ten sub-functions.

(1) Instruction General

Expenditure which applies generally to all sub-functions within the instruction function and which cannot be directly charged to a specific sub-function is to be charged to Instruction General. This will include employee benefits, travel expenses, personnel training, bursaries and student aid, advertising, recruitment of staff, equipment and rentals, professional fees, insurance and other contractual services which cannot be charged to a specific sub-function.

(2) Instructional Supervision and Central Services

Expenditure for the supervision and administration of the instructional program is included in this sub-function. Personnel included in this sub-function do no actual classroom teaching and are usually located in the central and area offices of the Board; they supervise the teaching staff, coordinate instructional techniques and course content, provide in-service training programs and professional development courses, or supervise the services of Audio Visual, Guidance and Counselling, Libraries, Psychological other than Special Education, Attendance, Health and Cafeterias. The staff will include Superintendents, Principals not assigned to schools, Supervisors of subject fields, coordinators and consultants, Supervisors of the above-named service operations and related immediate staff.

Expenditure related to the office of the Director of Education is not included in this sub-function (See General Administration).

(3) School Services

This sub-function includes school office, Audio Visual, Guidance and Counselling, Libraries, Psychological other than Special Education, Attendance, Health and Cafeteria services.

The expenditure included in this sub-function will include salaries of staff in each of the areas but will exclude certificated teachers (to be included in Day School sub-function). The staff and other expenditure relate to the schools only, and do not include central office administration of the services which are included in the sub-function Instructional Supervision and Central Services.

4. Instruction (Cont.)

(4) Regular Day School

This sub-function involves those activities dealing with the provision of Day School instruction other than special education classes and adult education. The function is to include expenditure in respect of personnel who hold teachers' certificates and provide classroom instruction in areas that form part of other functions, such as audio-visual, guidance and counselling, or library.

(5) Special Education

Special Education Services and Programs are those described in Bill 82.

The costs are to be subdivided into Special Education Services and Programs other than Trainable Retarded and Special Education Services and Programs - Trainable Retarded.

(6) Educational Research and Evaluation

Pertains to the activities of evaluation of student achievement, formal evaluation of educational programs and formal educational research. This will include salaries of staff engaged in these activities and other related costs.

(7) Driver Education (Secondary) or Heritage Language (Elementary)

Expenditure relating to driver education or heritage language courses given after regular hours, on Saturday, or during the summer is to be included in this sub-function.

(8) Summer School

Expenditure relating to courses provided to students during the July/August period. Salaries paid to teachers and other help and cost of materials will be included in this sub-function.

(9) Continuing Education - Citizenship and English

Expenditure relating to courses given to students of post-school age in the area of Citizenship and English language is to be included in this sub-function. Charges will include salaries of teachers, clerical staff and supplies, etc.

(10) Continuing Education - Evening and Other Courses

Expenditure relating to courses given to students of post-school age other than Citizenship and English, Driver Education or Heritage Language is to be included in this sub-function. Charges will include salaries of teachers, clerical staff and supplies, etc.

5. Physical Plant - Operation

This includes all services needed to have the facility function for the purpose required such as Custodial, Ground Maintenance, Supplies and Services and Utilities.

6. Physical Plant - Operation of Teacherages

This includes all costs related to the cost of operation of teacherages. (Housing provided by Northern Boards for teachers.)

7. Physical Plant - Maintenance

This includes the expenditure to maintain the accommodation or asset, including repairs, to enable its continued use. These include repairs to furniture, maintenance equipment, plumbing, heating, ventilation and electrical work, painting etc.

8. Pupil Transportation

This function includes the cost of transportation of pupils to and from school and instruction related trips between schools and/or outdoor education centres. All field trips or extra-curricular transportation should be charged directly to Transportation - Other and allocated to the Instruction function via the inter-function Transfer Credit Account.

Expenditure which applies generally to all sub-functions within the Transportation function and which cannot be directly charged to a specific sub-function is to be charged to Transportation - Administration. This will include employee benefits, travel expenses, personnel training, etc.

The sub-funcitons are:
- Administration
- Home-School
- Home to Ontario Schools for the Deaf and The Blind

- Board, Lodging and Weekly Transportation
- School to School
- Other

9. Tuition Fees

This function relates to the expenditure for instruction purchased from other school boards. Expenditure is to be included in the Economic classification "Transfers to Other Boards". An analysis of the expenditure by board is required.

10. Acquisitions - Capital Expenditure - Non-Allocable

This pertains to expenditure which results in the acquisition of an asset of fixed or permanent nature or improve or extend the original useful life of an asset. The assets include buildings, sites and site improvements related to a building project, paving of surfaces, fences, furniture and equipment acquired in connection with new construction, alteration or renovation. Rental of buildings and sites is to be allocated to this function.

11. Acquisitions - Debt Charges and Capital Loan Interest

This function relates to the annual repayment of principal and interest on debentures, to the annual sinking fund requirement for sinking fund debentures, and to interest on short term borrowing related to the acquisition of capital assets.

A schedule showing data in respect of each debenture by-law is required.

12. Other Operating Expenditure

This function pertains to expenditure incurred in connection with

activities that are not specifically provided for under any of the other functions.

Expenditure in connection with student-body activities, safety patrols, sports and recreation, transportation in connection with community recreation service are examples of items to be included in this function.

Interest on short-term borrowings relating to current operating expenses is also included in this function.

13. Non-Operating Expenditures

This function includes the following types of expenditure:

- Municipal Taxes - This pertains to taxes and amortized levies for local improvements
- Municipal chargebacks - This pertains to write-off of taxes that are uncollectable and adjustments to taxes.
- Provision for Reserve for Working Funds - This pertains to amounts raised by the board through local taxation to provide working capital.
- Provision for Reserve for Refund of Taxes - This pertains to amounts set up in a reserve fund pursuant to a withholding of services.
- Provision for Reserve Fund re: Sale of Property - Ministry Equity.
- Provision for Reserve Fund re: Sale of Property - Board Equity
- Provision for Reserve Funds - Other

NOTE:

In order to avoid excessive pro-ration and allocation of expenditure the requirements of the Ministry of Education will generally be met if expenditures are classified among the functions and sub-functions with a degree of accuracy not less than that which would result by charging the full expenditure to the function or sub-function to which 50 per cent or more of the expenditure is applicable. Where a board finds that the result produced on this basis is

not of sufficient accuracy for its requirements, a more exact distribution of costs may be used.

The general 50 per cent criterion for allocation of expenditure to sub-functions is NOT of sufficient accuracy to apply to the allocation between the sub-functions of transportation.

REVENUE - SOURCES

1. Local Taxation

This source relates to the revenue resulting from levies on the assessment of the ratepayers supporting the board that are obtained through requisitions on municipalities or through direct taxation, such as that by a board with territory without municipal organization or that of a separate school board.

This source also includes revenue derived from payments in lieu of taxes, subscriptions in lieu of taxes, trailer fees and amounts resulting from the provisions of section 34 of The Assessment Act.

2. Other School Boards

This source relates to revenue resulting from instruction, transportation and other services sold to other school boards in Ontario.

3. Government of Ontario

This source includes in one account all general legislative grants including recovery of costs for non-resident pupils for education and for daily transportation, or board, lodging and weekly transportation, etc., and in another account, other grants and payments by the Province in connection with student teachers in the schools for practice teaching.

4. Government of Canada

This source includes revenue from Canada for the education of Indian pupils, and reimbursement of expenditure for exchange teachers with the Department of National Defence. Not included is revenue received from boards established under section 70 of the Education Act on property owned by Canada; such revenue is to be reported under the source -- "Other School Boards", account 02149.

5. Individuals

This source includes fees from students or their parents or guardians for regular day school instruction, or continuing education study. Revenue from individuals residing outside Ontario is to be reported separately. Revenue from gifts is to be reported in the source "Other Revenue".

6. Other Revenue

Revenue from sources for which specific provision has not been made in any other source is to be reported in this item. It includes revenue resulting from the sale of school buildings and sites, sale of equipment, insurance claim proceeds, cafeteria (gross), donations, sale of books and supplies, investment income, accrued interest received on sale of debentures, etc.

APPENDIX C

RESPONSIBILITY REPORTING FORMAT

The report: Resource Management Strategy Model had included as part of the rationale the following:

> " To promote the concept of accountability whereby each member of Senior Management will outline goals and objectives and the resources required within the financial mandate established by the Board."

The "squares report" has been realigned and resorted to identify some 7-8,000 accounts by Superintendents over the past 12-18 months. The result is that each Superintendent is responsible for a group of accounts for each of their schools/departments and system wide functions. Financial accountability will be enhanced through categorization of expenditures/revenues with the appropriate Superintendent. That is, responsibility and accountability for expenditures is with the Superintendent who is preparing the budget. From a management perspective, it will take time to adapt to this format to a complete responsibility format that includes goals, objectives, legislative requirements and impact on the educational system.

Responsibility reporting demonstrates the extent that dollars are spent in the classroom - both direct and indirect. For direct school budgeted expenditures:

197,400,000 + 17,800 (benefits) ÷ 269,370,000 = 80%.

For indirect expenditures, there are many expenditures under other Superintendents that are spent on behalf of schools.

The following pages summarize the expenditures in this fashion as included in the 1994 Budget Book. Modifications will occur over time..

The Board of Education for the City of Hamilton
Summary of Financial Information
Actuals as of September 30, 1994

	Director	Area 1	Area 2	Area 3	Area 4	Area 5	Program Serv	Human Resources	Financial Services	Admin Services	Plant	Employee Benefits	Total
Remuneration													
Salaries & Wages	$ 567,891	◄		138,708,267		►	5,555,553	1,551,288	1,706,593	1,320,115	920,352	0	150,330,059
Employee Benefits	0	0	0	0	0	0	0	0	0	0	0	17,706,237	17,706,237
Actuals	567,891	0	0	138,708,267	0	0	5,555,553	1,551,288	1,706,593	1,320,115	920,352	17,706,237	168,036,296
Budget	829,598	◄		189,774,385		►	7,972,091	2,060,692	2,482,022	1,973,525	1,418,415	24,402,124	230,912,852
Social Contract													(5,541,600)
													225,371,252
Fixed													
Energy	0	0	0	0	0	0	0	0	0	0	4,120,646	0	4,120,646
Debt Charges	0	0	0	0	0	0	0	0	1,833,480	0	0	0	1,833,480
Rentals - Computer Equip	0	0	0	0	0	0	0	0	0	1,815,522	0	0	1,815,522
Fees & Contractuals	0	0	0	0	0	475	60,850	0	3,487,051	0	0	0	3,548,376
Tuition Fees	0	0	0	0	0	0	0	0	3,013,962	0	0	0	3,013,962
Charge Back of Taxes	0	0	0	0	0	0	0	0	2,332,635	0	0	0	2,332,635
Actuals	0	0	0	0	0	475	60,850	0	10,667,128	1,815,522	4,120,646	0	16,664,621
Budget	0	0	0	0	0	1,280	86,220	0	15,889,715	2,460,000	5,900,000	0	24,337,215
Variable													
Consumables													
Travel Expense	19,014	16,706	15,896	13,504	8,907	2,166	47,747	36,851	6,139	4,733	26,054	0	197,717
Personnel Training	24,252	11,797	7,278	6,646	2,698	2,985	29,616	36,578	13,704	6,998	7,433	0	149,985
Bursaries & Student Aid	18,552	0	0	0	0	0	48,955	0	0	0	0	0	67,507
Books, Films & Software	2,418	208,716	205,724	223,317	194,262	18,504	101,630	8,227	3,473	68,535	5,156	0	1,039,962
Supplies & Services	55,760	948,537	793,338	803,212	651,081	76,881	467,861	37,617	206,415	829,926	1,102,954	0	5,973,582
Other Expense	101,155	2,652	1,858	1,918	2,407	2,596	199,680	3,705	101,863	3,980	815	0	422,629
	221,151	1,188,408	1,024,094	1,048,597	859,355	103,132	895,489	122,978	331,594	914,172	1,142,412	0	7,851,382
Contractuals													
Rentals - Other	4,280	3,228	0	793	69	3,480	153,159	116	0	2,000	11,881	0	179,006
Fees & Contractuals - Other	27,492	0	0	0	0	511	26,867	189,935	35,439	0	35,108	0	315,352
	31,772	3,228	0	793	69	3,991	180,026	190,051	35,439	2,000	46,989	0	494,358
Capital													
Repairs, Bldgs. & Grounds	0	46,037	0	0	576	0	0	0	0	0	1,961,350	0	2,007,963
New/Repl. Equipment	313	46,514	26,653	8,791	24,410	2,669	148,175	9,845	0	536,853	113,962	0	917,985
Capital from Current	0	0	10,000	0	30,000	0	0	0	0	0	865,366	0	905,366
Permanent Improvements	0	12,503	59,866	1,141	28,265	3,157	0	0	292,568	31,312	12,302	0	441,114
	313	105,054	96,519	9,932	83,251	5,826	148,175	9,845	292,568	567,965	2,952,980	0	4,272,428
Other													
Working Capital	0	0	0	0	0	0	0	0	0	0	0	0	0
Transfer to Reserves	0	0	0	0	0	0	0	0	0	0	0	0	0
Provision for Refund of Taxes	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-total Variable	253,236	1,296,690	1,120,613	1,059,322	942,675	112,949	1,223,690	322,874	659,601	1,484,137	4,142,381	0	12,618,168
Variable Budget	423,773	2,318,459	1,786,583	1,855,892	1,475,519	192,317	3,002,804	468,609	943,242	1,485,859	5,705,856	0	19,658,913
TOTAL ACTUALS	$ 821,127	1,296,690	1,120,613	139,767,589	942,675	113,424	6,840,093	1,874,162	13,033,322	4,619,774	9,183,379	17,706,237	197,319,085
TOTAL 1994 BUDGET	$ 1,253,371	◄		197,404,435		►	11,061,115	2,529,301	19,314,979	5,919,384	13,024,271	24,402,124	274,908,980
Social Contract													(5,541,600)
													269,367,380

ANALYSIS OF EXPENDITURES BY FUNCTION

CONSOLIDATION OF ALL PANELS

"SQUARES REPORT"

Line No.		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17-20		
		Salaries and Wages	Employee Fringe Benefits	Travel Expense	Personnel Training	Bursaries & Student Aid	Books and Films	Energy Costs	Repairs Buildings and Grounds	Supplies and Services	Replacement Equipment	Debt Charges	New Equipment	Capital From Current	Permanent Improvements	Rentals	Fees & Contract Services	Transfers to other Boards & Others	Total	
		008	016	024	032	040	046	047	048	048	056	064	064	064	064	072	080	088-096		
010	Business Administration	3,560,698	656,279	17,683	122,080		20,930			523,701			22,323				73,000	8,900	5,005,594	010
011	General Administration	817,149	103,395	25,469	43,933		2,903			94,351			2,216				466,387	146,051	1,701,854	011
020	Computer Services	1,306,393	184,343	5,155	18,000		89,000			530,600			35,000			1,910,000	1,245	4,800	4,084,536	020
030	Instruction General																			030
032	Instructional Administration	6,972,885	902,077	112,616	206,958		117,020			401,080			154,201			75	16,000	73,435	8,956,347	032
034	School Services	7,692,238	1,333,131	1,525			564,800			1,194,382			25,000			550,000			11,361,076	034
036	Regular Day School	138,983,138	13,751,999	59,783		117,775	764,225			4,064,242			1,193,055			257,640	47,400		159,239,257	036
037	Special Education Program & Services	17,956,062	2,150,706	3,797						40,843							9,500		20,160,908	037
038	Special Education Trainable Retarded	2,851,073	376,236	1,060						36,104						25,000			3,289,473	038
039	Educational Research & Evaluation	101,923	29,224	700						54,200									186,047	039
040	Driver Education - Heritage Language	240,000								12,000								10,000	262,000	040
041	Summer School	335,000					838			5,351								300	341,489	041
042	Contin. Education Citizenship & English																			042
044	Contin. Education Evening Sch & Other	1,681,694	28,682	1,042	1,000		22,925			114,388						8,000		600	1,858,331	044
070	Plant Operation	15,033,488	3,768,993	26,755	4,833		703	5,670,610	154,000	2,052,679			200,000			23,020	173,262	400	27,108,743	070
075	Plant Maintenance	805,061	358,296	12,995	8,365		1,044	31,000	2,410,500	-65,675			42,508			6,980	141,096	600	3,752,768	075
076	Transportation Administration	108,128	18,460	75	291					601								100	127,655	076
077	Transportation Home to School	329,822	15,809														4,813,863		5,159,293	077
078	Transportation Home to OSDB																27,184		27,184	078
079	Transportation Board - Lodging																			079
080	Transportation School to School																183,095		183,095	080
081	Transportation Other																59,100		59,100	081
082	Tuition Fees																	5,109,563	5,109,563	082
083	Capital Expenditures (non-allocable)													1,504,529	557,321				2,061,850	083
087	Debt Charges											2,250,100							2,250,100	087
088	Other Operating Expenditures	118,816	524,523	1,120	295		8,709	83,980	49,500	182,382						2,800		352,831	1,324,956	088
099	Non-Operating Expenditures	2,075,560	200,172					114,410		100,139								155,700	2,645,981	099
	Municipal Charge Backs																	3,110,180	3,110,180	
	Provision for Reserve - Working Funds																			
	Provision for Reserve - Refund of Taxes																			
	Provision for Reserve - Ministry Equity																			
	Provision for Reserve - Board Equity																			
	Provision for Reserve - Other																			
	Total 1994	200,969,128	24,402,124	269,775	405,755	117,775	1,593,097	5,900,000	2,614,000	9,341,368		2,250,100	1,674,301	1,504,529	557,321	2,783,515	6,011,132	8,973,480	269,367,380	
	Total 1993	208,980,862	22,593,693	299,337	395,790	117,775	1,677,987	5,523,000	4,036,000	9,870,082		2,487,696	2,092,060	2,311,000	782,606	2,794,112	6,496,055	15,337,530	285,795,585	
	Increase-Decrease	-8,011,734	1,808,431	-29,562	9,965		-84,890	377,000	-1,422,000	-528,714		-237,596	-417,759	-806,471	-225,285	-10,597	-484,923	-6,364,070	-16,428,205	
	Percent Change	-3.8	8.0	-9.9	2.5	.0	-5.1	6.8	-35.2	-5.4	.0	-9.6	-20.0	-34.9	-28.8	-.4	-7.5	-41.5	-5.7	

1994 05 10

TO: The Chairman and Members of
Operations and Finance Committee
1994 11 08

FROM: Paul E. Shewfelt
Superintendent of Finance and Treasurer

RE: **1994 Forecast of Expenditures and Revenues**

REPORT: Information

Background:

The financial forecast is a projection of the Board's December 31, 1994 year end financial position. This forecast has been compiled from information received through consultation with the stakeholders of the system and is an estimate of their assumptions, system experiences and financial patterns that have evolved to date. The December 31, 1994 year end information will be provided during the budget process and audited results of our 1994 operations will be presented to Board in April 1995.

This forecast position is subject to change should circumstances arise that have not been currently anticipated.

Issue:

To review the 1994 forecast of expenditures and revenues.

Recommendations:

That the report be received for information.

Rationale:

The analysis of expenditures and revenues is enclosed.

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The Board of Education for the City of Hamilton
1994 Financial Forecast as at October 15, 1994
For the Year Ended December 31, 1994

	1994 Approved Budget	Sept. 30 1994 Actuals	1994 Forecast	1994 Forecast Surplus (Deficit)	Note
OPERATING EXPENDITURES (000'S)					
Salaries & Wages, Employee Benefits	225,371	168,036	225,510	(139)	1
Travel, Personnel Training, Bursaries	793	416	784	9	
Books & Supplies	10,934	7,014	10,749	185	2
Energy Costs	5,900	4,121	5,992	(92)	3
Replacement & New Equipment	1,674	918	1,545	129	4
Debt Charges	2,250	1,834	2,266	(16)	
Capital from Current, Repairs, Permanent Improvements	4,676	3,353	4,524	152	5
Rentals, Fees & Contractual Services	8,795	5,859	9,103	(308)	6
Tuition Fees	5,110	3,014	5,316	(206)	7
Charge Back of Taxes	3,110	2,333	3,110	0	
Provision for Reserves & Other	754	422	806	(52)	
TOTAL EXPENDITURES	269,367	197,320	269,705	(338)	
OPERATING REVENUES (000'S)					
Levy for Mill Rate	155,780	117,161	155,780	0	
Supp Taxes, T & T, P.I.L., Surplus	12,452	7,142	12,488	36	
Provincial Grants	77,522	54,211	76,421	(1,101)	8
Other Provincial Revenue	2,058	1,007	2,171	113	
Tuition Fees	15,104	9,291	15,124	20	
Other Revenue	6,451	6,337	7,219	768	9
TOTAL REVENUES	269,367	195,149	269,203	(164)	
DEFICIT FROM OPERATING EXPENDITURES & REVENUES				(502)	

The Board of Education for the City of Hamilton
Notes to the 1994 Financial Forecast

Note 1 Salaries & Wages

Forecast is based on expenditures as at September 30, 1994 with current pays to estimate expenditures for the remainder of the year. The variances are estimated as follows:

- lunchroom	$ (100,000)
- occasional teachers	(600,000)
- staffing; additional teachers partially offset by 5 vacant positions in maintenance shop	(100,000)
- anticipated savings (not realized) due to Workload Study have been offset by Workers Compensation, illness, and reduced overtime	300,000
- savings in continuing education due to decrease in enrolment which is offset by reduction in grants	400,000
- other	(39,000)
	$ (139,000)

Note 2 Books and Supplies

Surplus in books and supplies is an offset to purchase grant eligible microcomputers.

Note 3 Energy Costs

Deficit as a result of increased consumption in natural gas due to colder weather in the January to March period.

Note 4 New, Replacement Equipment

Expenditures for grant eligible microcomputers offset by savings under books, supplies and general legislative grants.

Expenditures for technological renewal equipment has been reduced as a result of a reduction in approval by the Ministry of Education and Training and the grants are to be financed through the Ontario Financing Authority.

Note 5 Capital from Current, Repairs, Permanent Improvements

Savings based on projected spending patterns.

The Board of Education for the City of Hamilton
Notes to the 1994 Financial Forecast

Note 6 Rentals, Fees and Contractual Services

Deficit in Contractual Services of $225,000 mainly as a result of an increase in the number of special education students requiring transportation.

Note 7 Tuition Fees

Increase in number of French as a First Language students attending the Hamilton Wentworth Roman Catholic Separate School Board and an increase in open access fees.

Note 8 Provincial Grants

Decrease in Continuing Education grants	$ (320,000)
Increase in Grant Eligible Microcomputers	400,000
Decrease in Technological Renewal Equipment	(296,000)
Decrease due to Ontario Financing Authority	(377,000)
Decrease in enrolment	(715,000)
Other	207,000
	$ (1,101,000)

Note 9 Other Revenue

Insurance claim proceeds of $171,000 and receipt of premium credit of $500,000 from Sun Life used to offset the cost of the Early Retirement Incentive Plan.

TO: The Chairman and Members of
The Operations and Finance Committee
1994 11 08

FROM: Paul Shewfelt, Superintendent of Finance and Treasurer
Gary Hardman, Purchasing Manager

RE: **EDUCATIONAL PURCHASING GROUP, HAMILTON-WENTWORTH DISTRICT**

REPORT: INFORMATION

BACKGROUND:

Co-operative purchasing is not a new idea!
The purchasing personnel of the three local boards of education have been involved in co-operative efforts since the late sixties and early seventies.
As members of two professional associations, namely The Ontario Association of School Business Officials and The Ontario Educational Buyers Association, we have actively participated in developing a network of sharing information and skills. We have all held executive positions in these organizations and firmly believe that our objective to gain knowledge and insight into school board purchasing has been a tremendous asset to our respective boards. It should be pointed out the O.E.B.A. is a grass roots organization that welcomes purchasing personnel including buyers and expeditors. Some of our staff members have also held executive positions.
It is recognized by all of us who participate in the sharing of information that the benefits are felt in the classroom of **ALL** boards. Our networking over the years has developed contacts at almost every board in the Province. Purchasing personnel have always been willing to share information and ideas to improve the quality of education across the Province by effectively using Board funds and obtaining the best possible value.
Because of the differences in the various Boards' policies, it has not always been possible to combine our tenders and purchasing power. We are pleased that we are being given some latitude to make decisions that will benefit each of the participating boards.
The Hamilton Board of Education, The Hamilton-Wentworth R.C.S.S.B., The Wentworth County Board of Education, McMaster University and Mohawk College are the participating members of the Educational Purchasing Group.

ISSUE:

The issue is to share information on the formation of an Educational Purchasing Group in the Hamilton-Wentworth area.

RECOMMENDATION:

That a progress report be presented in the Fall of 1995.

RATIONALE:

In essence, the co-operative promises to extend the benefits of centralized procurement beyond the normal limits. It can enable all agencies to secure the price and advantages of larger volume purchasing.

The following appendices are included in this report for information:

Appendix A: News Release--M.E.T.
Appendix B: List of Accomplishments and Goals
Appendix C: Constitution and Terms of Reference

MAR 2 4 19

Ministry of Education and Training
Ministère de l'Éducation et de la Formation
Ontario

News release Communiqué

Communications and Marketing Branch
Queen's Park, Mowat Block, 14th Floor
Toronto, Ontario M7A 1L2

Direction des communications et du marketing
Édifice Mowat, 14e étage, Queen's Park
Toronto (Ontario) M7A 1L2

OFFICE OF THE

MAR 30 1994

SHOW LEADERSHIP BY STREAMLINING, DAVE COOKE TELLS SCHOOL BOARDS

March 8, 1994

More Ontario school boards should show leadership in a time of financial restraint by streamlining their operations and co-operating with other school boards, Education and Training Minister Dave Cooke said today. He called on school boards to lower the number of trustees to show their commitment to operating with greater cost-efficiency so more resources go to the classroom.

"I am pleased to see some boards show real leadership in streamlining, but we can do better," Mr. Cooke said in a speech to school board chairs and directors of education earlier in the day.

"This meeting with chairs and directors was an opportunity for frank discussion of the challenges facing education in Ontario," he said. "Boards can do a lot more to lower costs by co-operating with each other and other public service agencies. Sharing has to be the norm. Busing, curriculum development, payroll processing, purchasing, and technology are all areas where greater co-operation means savings. Millions and millions of dollars can be redirected to the classroom or used to reduce expenditures."

Mr. Cooke said he was disappointed that, as of today, only 23 out of 172 school boards in Ontario had approved a reduction in the number of trustees. As a result, the number of trustees in Ontario will drop by 61, from 2,129 to 2,068. Reductions will not take place in 68 boards — some have voted not to reduce the number of trustees or have refused to consider the issue, while a much smaller number are already at the legal minimum number of trustees.

.../2

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Provincial legislation introduced last year gave each school board the power to reduce its number of trustees. Boards must decide to make reductions by the end of March if the reductions are to take effect in time for local school board elections in November.

"Boards still have three weeks in which to take action," Mr. Cooke said. "I have made it clear to the boards that, if they fail to respond to this opportunity, the provincial government will have to look at legislating reductions."

- 30 -

Ref. Michel Rodrigue
Press Secretary
Minister's Office
(416) 325-6359

Co-operative Purchasing

Accomplishments to Date:
--natural gas consortium
--paint tender
--classroom furniture
--recycled laser printer cartridges
--computer diskettes
--long distance telephone services
--appliances and service contracts

Goals for 1994:
--physical education inflatables *(consultants contacted re: standardization)*
--confidential shredding *(request for proposal being prepared for October release)*
--caretaking chemicals *(purchasing/caretaking meeting scheduled for October 4/94)*
--selected bulk supply items *(combined tenders being issued in November)*

Improvements through Networking:
--courier services
--photocopy paper
--photocopiers
--disposal of surplus furniture and equipment
--classroom supply items
--library books *(tendered by each Board for the first time)*

Future Possibilities:
--tender courier services
--overflow printing (McMaster)
--service for computers
--caretaking supplies
--envelopes
--computer paper
--electronic equipment (auvio-visual)
--computers and peripherals

EDUCATIONAL PURCHASING GROUP
Hamilton-Wentworth District
CONSTITUTION & TERMS OF REFERENCE

FORMATION

1. The participating Purchasing Department representatives of the agencies listed below, agree to engage in a co-operative purchasing group.

NAME

2. The name of the group shall be the **Educational Purchasing Group, Hamilton-Wentworth District.**

PRINCIPLES

3. To carry out the aims and objectives of the Group it shall be understood that a major function will be co-operative purchasing as a means of reducing costs of goods and services by permitting purchasing in larger volumes and at lower unit prices; and by avoiding duplication of effort or expense.

PURPOSE

4. Purpose of the Group shall be to promote efficiency in the purchasing and material management field by:
   a) Jointly inviting tenders, proposals and/or quotations for commonly-used items;
   b) Encouraging standardization of specifications for commonly-used items;
   c) Exchanging market information;
   d) Encouraging professional development;
   e) Any other method agreed upon by resolution of the Group.

MEMBERS

5. The structure will consist of the following agencies, and one voting member will represent each agency:
   a) The Hamilton Board of Education;
   b) The Hamilton-Wentworth Roman Catholic Separate School Board;
   c) The Wentworth County Board of Education;
   d) Mohawk College
   e) McMaster University.

MEMBERSHIP

6. Group membership shall, at all times, be recognized as being entirely voluntary in nature but beneficial in practice for achieving savings and efficiency in the best interest of purchasing for the participating agencies.

6A. There are four (4) scheduled meetings annually. A representative (or designate) of each agency is expected to attend each meeting and abide by the Constitution. Absence from 3 or more meetings in a calendar year by an agency will result in a review by the membership and could possibly result in expulsion of the said member or agency by the Group, upon a vote by the membership.
Should any agency result in expulsion, senior officials from said agency would be notified and would have the option of appointing a new member.
Breech of the Constitution by any member or agency will result in immediate action or expulsion, after a review and vote by the membership.

EXPANSION OF MEMBERSHIP

7. Consideration will be given at any time to extending the co-operative effort to include other non-profit agencies based either in Hamilton or the immediate vicinity provided that:
a) The expansion is agreed upon by resolution of the Group;
b) The geographical boundaries can be expanded beyond the County of Wentworth upon resolution of the Group.

OFFICERS

8. The officers of the Group will be restricted to the purchasing departmental head of each member agency. The hosting institution will preside as chair of each meeting and will be accountable for preparing the agenda and distributing the minutes.

MEETINGS

9. Scheduled meetings for the Group will be held, at minimum, four (4) times per calendar year.

MEETING PLACE

10. A permanent meeting place for the Group shall not be established, it being the intent that members act as the hosts for meetings of the Group, either in rotation or as convenient.

CONTRACT PROCEDURES

11. The following procedures shall apply to the Group's program for co-operative purchasing ventures:

a) Only those goods and services that lend themselves to cost reduction because of volume and/or methods will be considered;

b) It is understood that the interests of the representative's agency will at all times govern an individual decision whether or not to take part in a particular tender, proposal and/or quotation;

c) No one member of the Group shall be responsible for the preparation and issuing of all contracts and it will be expected that all member agencies will take a turn in the preparation of contracts;

d) It is recognized that, having regard to the various policies and procedures governing the purchasing for the participating agencies, the specific policy applying to the Group representative who calls the co-operative contract shall govern for such things as tax conditions, public disclosure, discount requests, delivery, etc.;

e) Members who do not wish to participate in a contract call will, so signify;

f) The Group agrees to issue tenders, proposals and/or quotations in accordance with the Educational Purchasing Group, Hamilton-Wentworth District, Standard Terms and Conditions, dated June 1994;

g) Tenders, proposals and/or quotations will be issued in a format agreed upon by the Group as to conditions, etc., and it is understood that individual specifications, delivery points, terms of payments, etc., may vary;

h) Co-operative tenders, proposals and/or quotations shall be opened privately by the Sub-Committee and a recommendation brought forth to the membership for acceptance or rejection;

i) The control of ordering, receiving and paying for co-operatively contracted items will remain the responsibility of the individual agency for its portion of the total contract.

APPROVED AND ADOPTED, JUNE 1994 - ON BEHALF OF:

HAMILTON BOARD OF EDUCATION - GARY HARDMAN, PURCHASING MANAGER
WENTWORTH COUNTY BOARD OF ED. - MICHAEL BURJAW, MANAGER OF PURCHASING
HAMILTON-WENTWORTH R.C.S.S. BOARD - JOHN J. KOPAK, PURCHASING AGENT
MCMASTER UNIVERSITY - TERRY GALAN - DIRECTOR, PURCHASING RESOURCES
MOHAWK COLLEGE OF APPLIED ARTS & TECH. - CATHERINE PETERSON, MANAGER OF PURCHASING SERVICES

REPORT OF THE AIDS POLICY COMMITTEE

Present: Trustees Wilson (Chairman), Mason and Stewart.

Also Present: Trustees Cunningham and Allen.

Officials Present: E. Bond, Superintendent of Program
F. Cooke, Assistant Superintendent of Program

The Committee recommends:

GENERAL

1. That the Annual Review of the Policy and Guidelines regarding Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus Infection (AIDS/HIV) be received for information.

Respectfully submitted

H. WILSON
Chairman

Committee Room
1994 10 06

REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Dr. I. Adamson (Chairman); Trustees Bishop and Mulholland; Mesdames Dalziel, Kerr Jaskiewicz, Kappheim and Oommen; Messrs. Bucsis, Shields and Verticchio.

Also Present: P. Hutchinson, Hamilton Teachers' Federation
E. Collins, Hamilton Principals' Association

Officials Present: E. Bond, Superintendent of Program
Dr. J. Tomlinson, Supervisor of Special Education

The Committee recommends:

GENERAL

1. That the Identification, Placement and Review Committee (I.P.R.C.) Criteria be approved for implementation by the Board for January, 1995. (attached)

Respectfully submitted

Lower Auditorium
1994 10 26

DR. I. ADAMSON
Chairman

DRAFT

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE CRITERIA

Committee:

Elizabeth Bond, Superintendent of Program
Dr. Janice Tomlinson, Coordinator of Special Education
Dr. Marie Bountrogianni, Chief Psychologist
Lynn Costello-Hicks, Speech/Language Pathologist
Susan Ham, Speech/Language Pathologist
Pat Squire, Special Education Consultant
Joe Trovato, Psychological Consultant

BEHAVIOURAL EXCEPTIONALITIES

Identification Criteria	Placement Options
Behavioural Evidence of the following which seriously affect educational performance: • difficulty with learning that is primarily due to severe and persistent behaviour problems, not traced to intellectual, sensory or health factors. These behaviours may be significant acting out or withdrawn behaviours.	Regular Class Special Education Class (In certain cases, special arrangements may be made with community agencies and or provincial facilities for residential school placement.)

COMMUNICATION EXCEPTIONALITIES

Identification Criteria

Pervasive Developmental Disorder/Autism

Evidence of the following which seriously affect educational performance:

- social interaction disturbances

and

- communication disturbances

and

- restricted and stereotyped patterns of behaviour, interests and activities, e.g. repetitive motor mannerisms or persistent preoccupation with parts of objects

and

- delays or abnormal functioning in symbolic or imaginative play

Placement Options

Regular Class

Special Education Class

(In certain cases, special arrangements may be made with community agencies and/or provincial facilities for residential school placement.)

COMMUNICATION EXCEPTIONALITIES

Identification Criteria

Hard of Hearing/Deaf

Evidence of the following which seriously affect educational performance:

- a significant permanent hearing loss as documented by an audiologist

and

- a delay or disorder in one or more communication skills, such as receptive/ expressive language and articulation

Placement Options

Regular Class

Special Education Class

(In certain cases, special arrangements may be made with provincial facilities for special day school or residential school placement.)

COMMUNICATION EXCEPTIONALITIES

Identification Criteria

Language/Speech

Evidence of the following which seriously affect educational performance:

- a moderate to severe impairment in expressive and/or receptive language functioning which may be accompanied by a speech disorder and which is not due to intellectual deficits and/or cultural difference.

Placement Options

Regular Class

Special Education Class

(In certain cases, special arrangements may be made with provincial facilities for residential school placement.)

COMMUNICATION EXCEPTIONALITIES

Identification Criteria

Specific Learning Disability

Evidence of the following which seriously affect educational performance:

- significant discrepancy between assessed intellectual ability and academic achievement, as demonstrated by
  - significantly weak language skills, especially reading, writing, verbal reasoning, or linguistic awareness (i.e. awareness of grammatical and sound relationships)

and/or

  - significantly weak mathematical computation and application skills

and may be associated with

- perceptual/processing/memory deficits (i.e. understanding and using effectively what is seen or heard)

and/or

- difficulty in concept information (i.e. understanding the relationship between ideas)

and

Evidence that the primary cause of the student's low academic achievement is not due to intellectual deficits and/or cultural difference

Placement Options

Regular Class

Special Education Class

(In certain cases, special arrangements may be made with provincial facilities for special day school or residential school placement.)

INTELLECTUAL EXCEPTIONALITIES

Identification Criteria

Gifted

WISC-III* Full Scale I.Q.
140 (99.6 percentile)

or

Evidence of one of the following:

- WISC-III* Full Scale I.Q. 130 and above (98th percentile)
- Raven's*** 98th percentile and WISC-III Full Scale I.Q. 125 (95th percentile);
- WISC-III* Verbal I.Q. 135 (99th percentile) or above and Performance I.Q. 100;
- WISC-III* Performance I.Q. 135 (99th percentile) or above and verbal I.Q. 100;

and one of the following

- C.A.T.** Total 85th Percentile;

or

- C.A.T.** Language 95th Percentile; Math 50th Percentile

or

- C.A.T.** Language 50th Percentile; Math 95th Percentile

Placement Options

Regular Class

Special Education Class

*WISC-III - Wechsler Intelligence Scale for Children - Third Edition (scores include standard error of measurement)

** C.A.T. - Canadian Achievement Test

***Raven's - Raven's Progressive Matrices

INTELLECTUAL EXCEPTIONALITIES

Identification Criteria

General Learning Disability

Evidence of the following which seriously affect educational performance:

- significant delay in
  - all areas of cognitive functioning
  - academic functioning

and there may be evidence of delay in

- physical, social and/or emotional development
- daily living skills development

and

Evidence that there is not a moderate to profound delay in intellectual development.

Placement Options

Regular Class

Special Education Class

INTELLECTUAL EXCEPTIONALITIES

Identification Criteria

Developmental Disability

Evidence of the following which seriously affects educational performance:

- A Moderate to Profound delay in
  - all areas of cognitive functioning
  - physical, social and/or emotional functioning
  - academic functioning
  - daily living skills functioning

Placement Options

Regular Class

Special Education Class

(In certain cases,special arrangements may be made with community agencies and/or provincial facilities for residential school placement.)

PHYSICAL EXCEPTIONALITIES

Identification Criteria

Physical

Evidence of the following which seriously affects educational performance:

- severe physical limitation which requires special assistance in learning situations

and

Evidence that there is not a moderate to profound delay in intellectual development.

Placement Options

Regular Class

Special Education Class

APPENDIX

MINISTRY OF EDUCATION & TRAINING

DEFINITIONS OF EXCEPTIONALITIES

BEHAVIOUR

1. EMOTIONAL DISTURBANCE and/or SOCIAL MALADJUSTMENT

A learning disorder characterized by specific behaviour problems over such period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more ofthe following:

a) an inability to build or to maintain interpersonal relationships
b) excessive fears or anxieties
c) a tendency to compulsive reaction
d) an inability to learn which cannot be traced to intellectual, sensory or other health factors, or any combination thereof.

COMMUNICATION

1. AUTISM

A severe learning disorder that is characterized by:

a) disturbances in:
- rate of educational development;
- ability to relate to the environment;
- motility;
- perception, speech and language;

b) lack of the representational-symbolic behaviour that precedes language.

2. HEARING IMPAIRMENT

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound (i.e., hard of hearing, deaf).

3. LANGUAGE IMPAIRMENT

A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

a) involve one or more of the form, content, and function of language in communication;

b) include one or more of the following:
- language delay
- dysfluency;
- voice and articulation development, which may or may not be organically or functionally based.

4. SPEECH IMPAIRMENT

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

COMMUNICATION - con't.

5. LEARNING DISABILITY

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

a) is not primarily the result of:

- impairment of vision;
- impairment of hearing;
- physical handicap;
- mental retardation;
- primary emotional disturbance;
- cultural difference;

b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:

- receptive language (listening, reading);
- language processing (thinking, conceptualizing, integrating);
- expressive language (talking, spelling, writing);
- mathematical computations;

c) may be associated with one or more conditions diagnosed as

- a perceptual handicap;
- a brain injury;
- minimal brain dysfunction;
- dyslexia;
- developmental aphasia

INTELLECTUAL

1. GIFTEDNESS

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

2. EDUCABLE RETARDATION

A learning disorder characterized by:

a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services;

b) an inability to profit educationally within a regular class because of slow intellectual development;

c) a potential for academic learning, independent social adjustment, and economic self-support.

3. TRAINABLE RETARDATION

A severe learning disorder characterized by:

a) an inability to profit from a special education program for the educable retarded because of slow intellectual development;

b) an ability to profit from a special education program that is designed to accommodate slow intellectual development;

c) a limited potential for academic learning, independent social adjustment, and economic self-support.

PHYSICAL

1. ORTHOPAEDIC AND/OR PHYSICAL HANDICAP

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

2. VISUAL IMPAIRMENT

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely (i.e.,limited vision, blind).

MULTIPLE

1. MULTIHANDICAP

A combination of learning or other disorders, impairments, or physical handicaps that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or handicaps.

Hamilton Board of Education
Education Centre
1994 11 08

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

E L E M E N T A R Y / S E C O N D A R Y

(a) That the following trip requests be approved:

(i) Hampton Heights, Grades 6-8, Mt. St. Louis/Moonstone, Barrie area, 1995 02 23 (Thursday)

(ii) Lake Avenue, Grades 6-8, Camp Wanakita, Haliburton, 1995 01 15-18 (Sunday to Wednesday)

(iii) Norwood Park, Grade 8 History, Kingston, 1995 05 08-10 (Monday to Wednesday)

(iv) Queen Mary (Briarwood), Grades 6-8, Mt. St. Louis/Moonstone, Barrie area, 1995 02 22-23 (Wednesday to Thursday)

(v) Ryerson, Grades 6-7, Camp Wanakita, Haliburton, 1995 01 22-25 (Sunday to Wednesday)

(vi) Tweedsmuir, Grades 6-8, Camp Muskoka Woods, Muskoka region, 1995 05 30-31 - 1995 06 01-02 (Tuesday to Friday)

(vii) Westview, Grade 6, Camp Wanakita, Haliburton, 1995 01 15-18 (Sunday to Wednesday)

(viii) Glendale, Grades 11-12, Basketball Tournament, Windsor, 1994 11 25-26 (Friday to Saturday)

(ix) Westdale, Grades 9-OAC, Cheerleading Competition, St. Thomas, 1994 12 03 (Saturday)

(x) Westdale, Grades 9-10, Basketball Tournament, Sarnia, 1994 12 16-17 (Friday to Saturday)

(xi) Westdale, Grades 9-10, Basketball Seminar, Sarnia 1994 11 25-26 (Friday to Saturday)

(xii) Westdale, Grades 9-10, Basketball Tournament, Peterborough, 1995 01 14-15 (Saturday to Sunday)

(xiii) Westdale, Grades 10-OAC, Basketball Tournament, Kingston, 1994 12 02-03 (Friday to Saturday)

(xiv) Westmount, Grades 10-OAC, Hockey Tournament, Palmerston, 1994 12 02-03 (Friday to Saturday)

(xv) Westmount, Grades 9-OAC, Horseshoe Valley, Barrie area, 1995 02 14 (Tuesday)

(xvi) Delta, Grades 12-OAC, Basketball Tournament, Meadsville, Pennsylvania, U.S.A., 1994 12 02-04 (Friday to Sunday)

(xvii) Scott Park, Grades 10-12, Heritage Band Festival, Boston, Massachusetts, U.S.A., 1995 05 04-07 (Thursday to Sunday)

(xviii) Sir Allan MacNab, Grades 10-OAC, Band Competition, Williamsburg, Virginia, U.S.A., 1995 04 26-1995 05 01 (Wednesday to Monday)

(xix) Westdale, Grades 10-OAC, Basketball Tournament, Syracuse, N.Y., U.S.A., 1994 12 28-30 (Wednesday to Friday)

Respectfully submitted,

D. W. Goodridge,
Director of Education
and Secretary

Brief

The Hamilton Day Treatment Program of Woodview Children's Centre

Presented to

The Operations and Finance Committee
of the Hamilton Board of Education

By

Woodview Children's Centre
69 Flatt Rd.
Burlington, Ontario
L7R 3X5

Contact:
Rick Ludkin
(905)575-7355

Hamilton, Ontario

November 2, 1994

A. Introduction:

The Hamilton Board of Education is contemplating financial decisions which have neglected to weigh relevant factors. In particular, a dramatic increase in rent is being proposed which will jeopardize not only the success of this program, but indeed its very continuance. The financial benefits of this program to the board have been overlooked, and the financial burden that will be placed on the Hamilton Board of Education by the recent proposal has not been appreciated. This brief is intended to apprise the decision makers more fully of the effects of their proposal, both in terms of quality of programming as well as the financial burden they will in reality be placing on their own board.

B. Brief Overview of Woodview Children's Centre:

Woodview Children's Centre is an Ontario Children's Mental Health Centre funded by the Ministry of Community and Social Services. Woodview runs a variety of children's mental health programs in Hamilton-Wentworth, Halton, and Brant Counties. In Hamilton-Wentworth, these programs consist of: Canada House, a residential treatment facility for emotionally disturbed adolescent males; Woodview Manor, a supported independent living program for high-functioning adults with autism/pervasive developmental disorder (PDD); and the Adolescent Day Treatment Program, a non-residential treatment program for adolescents with severe behavioural problems, is centred in classrooms at two local high schools- Delta and Westdale. The Westdale classroom provides a treatment/education program for both Day Treatment students and students from Canada House, Woodview's residential treatment facility for teenage boys, many of whom are from the Hamilton Public Board.

C. The Day Treatment Program - How It Started:

The impetus behind the development of the Day Treatment Program came from the collaborative efforts of the three local boards of education in the fall of 1986. At that time representatives from each board met with local providers of mental health services through the co-ordination of the A.A.T.D. (Association of Agencies for Treatment and Development). The 3 school boards, including the Hamilton Public Board, emphasized their need for a treatment program for assisting students who were not benefiting from any of the specialized services these boards offered. The school boards identified a large number of students, demonstrating severe, long-standing behavioural and academic problems, who had been "through the system" yet still needed help, which the boards felt was beyond their level of expertise.

In 1988, at the request of the boards of education, Woodview and several other agencies submitted program proposals to serve these students. Woodview's proposal was chosen as the most workable. The program was to be funded through a Section 27 Agreement between the Ministry of Education and the Ministry of Community and Social Services. The Hamilton Public Board agreed to house the program at Delta and Westdale high schools, although the considerable cost (approx. $18,000) of renovating the classrooms was borne by Woodview Children's Centre.The program was to be a resource to all three boards.

The first student entered the program in February 1989.

D. The Day Treatment Program - A Brief Description:

The three school boards originally identified approximately 80 students, between the ages of 13 and 16 years, in need of this specialized program. The school boards described the students' three most common problems as Social Skills Deficits, Family or Parenting Issues, and Academic Difficulties. In addition, other frequently noted problems included anxiety, depression, truancy, and social isolation or lack of adult involvement.

The severity of the students' problems necessitated a large and well-trained staffing group. The "classroom team" was made up of a teacher provided by the Hamilton Public Board of Education (fully subsidized the Ministry of Education), and 2 youth workers and part-time family worker provided by Woodview.

A major treatment decision was to locate the program within regular schools. (Almost invariably "day treatment" programs have been housed in hospital settings or in "segregated" schools for specialized populations.) This would facilitate integrating the students back into the mainstream as soon as possible. Also, being in a school made partial integration viable and allowed our staff not only to support these students but also to work with individual teachers in integrated classroom settings to ensure success.

A major thrust of this program is to develop students' skills in specific areas, in particular to develop the social skills necessary to deal constructively with others; to develop recreational skills which can provide a basis for positive interaction with others and enhance self-esteem; to develop life skills allowing the student to live efficiently and, if necessary, as independently as possible; and to develop the academic and vocational skills to enable the student to advance successfully. This development takes place through teaching the various skills, providing opportunities to use these skills (at school, within the family, and in the community), and providing feedback on that performance.

While parental involvement is not an absolute requirement of the program, it is encouraged. As family and parenting problems are prevalent among those adolescents targeted, family work is a necessary factor in a successful day treatment program. Many parents require some family or marital counselling, child management advice, and support in times of crisis.

The classroom component assesses each student's areas of academic strength and weakness as well as behavioural skills. A highly individualized program is then developed to support and assist the student. This program plan is developed and implemented by the classroom team and, when necessary, includes input from consultants (hired by Woodview).

Our mandate is <u>not</u> to provide "outreach" or prevention types of services. However, in 3 separate years we underspent our budget, which resulted in a modest surplus position-approximately $2000 in each year. We used these funds to respond to appeals for help from local schools to provide recreational programs 2 nights per week. From November 1990 - June 1991 we worked with approximately 50 students per night at Lloyd George Public School. From February-June in 1992 and in 1994 we worked with 60 students at Memorial Public School. Both schools have a serious shortage of community recreational facilities in their areas.

<u>E. The Day Treatment Program - Current Status:</u>

From its inception, placement of difficult students in the Day Treatment Program has been in high demand. In response to this demand, in 1991 Woodview negotiated with the Hamilton Public Board to increase the Full Time Equivalency (F.T.E.) of its Delta classroom from 8 to 10 students and its Westdale classroom from 6 to 8 students (4 for Canada House and 4 for Day Treatment). At the moment, the 2 classes are working with 25 students on a full-time or part-time basis (15 at Delta and 10 at Westdale).

Although the program was designed to provide services to all 3 local boards of education, the Hamilton Public Board has greatly exceeded the other boards in accessing the Day Treatment classes. Of the 71 students we have worked with in this program, excluding students from Canada House, 89% of them (63 students) have come from the Hamilton Public Board.

The rate of referral remains high. In the past 6 months there have been approximately 20 referrals to the Delta classroom alone from the Hamilton Public Board.

Recently the Hamilton Public Board initiated discussions with us as to how our program might be expanded.

F. Discussion of Costs:

Since the opening of our Day Treatment classrooms, Woodview has been required to pay the Hamilton Public Board $14.00 per week per classroom, calculated over 40 weeks per year. The total cost for the 3 rooms comes to approximately $1800 (including GST). The reason for this charge has never been clear. In Brantford, where Woodview runs similar Day Treatment programs in the schools, the cost is a nominal $1, in recognition of the benefits we confer.

We have to ask why the Hamilton Public Board is charging us for services. In essence, the Board asks us to take care of its most difficult students and then charges us for rendering that service. Sixty-three of the seventy-one students we've worked with over the past five and a half years have come from the Hamilton Public Board. As soon as a student enters our program the Board is relieved of all costs of his/her education - the teacher's salary and benefits, classroom "consumables", and some administration costs are reimbursed by the Ministry of Education. Also, the board is relieved of all costs of treatment (including professional consultation), as these are covered by Woodview (through the Ministry of Community and Social Services).

As well as relieving the Board of the cost of educating and treating these students, there is a considerable contribution that each "home" school receives from our program. In five and a half years our staff has coached 32 sports teams (including 8 city championship playoff teams), run the school yearbook 3 years, run a school-wide recycling program, helped run an Outers Club, run a chess club, provided consultation to school staff, and made readily available our resources: van, fax, computers, camping equipment, telephone, etc.

It is very odd that the Hamilton Public Board charges us for rendering our services, especially when other school boards, such as the one in Brantford, charge us only a nominal amount of $1.

The Hamilton Public Board is proposing to increase our rent over the next 5 years from $1800 to $8088; an increase of 3% this year; 80% in Year 2; 260% in Year 4; and 350% by Year 5. What would be the effect on our program of such increases?

The quality of our program would deteriorate as we would be unable to provide beneficial programming options, such as swimming lessons that are an integral part of our physical education program. Initially the Board split the cost of renting a pool/lifeguard with us (the Board's cost was approximately $700). Two years ago the Board withdrew their support of this program, which required us to cover its full cost. With continued financial pressure, we would be forced to drop this program altogether. The same could be said for a number of other program

options. Camping trips and special summer events would be in jeopardy. Certainly we would not be able to do "outreach" programs in neighbourhood schools.

There would be a decrease in the Full Time Equivalency (F.T.E.). We would be forced to reduce staffing, meaning that fewer students could be served through the program. This would put the full financial burden of providing services for those students cut from the program back on the Hamilton Public Board.

Our organization, like many others, is into the third year of a budget and -salary freeze. Ultimately, we would have to severely curtail the program, or institute a pay-for-service schedule. This would defeat the original goal of this program, namely to provide a treatment program for hard-to-serve students through the collaboration of the Board of Education and a service provider like Woodview.

G. Concluding Remarks:

In summary, it is Woodview Children's Centre's opinion that the Hamilton Public Board's demand for rent is poorly conceived in light of the considerable financial and practical benefits that the program confers on the Board and to each school involved. Further, the proposed rental hike would only result in increased costs to the Board as the capacity of the Day Treatment Program would be greatly diminished.

URBAN/MUNICIPAL
CA4 ON HBL W26
A34
1994

AGENDA
RATIONS AND FINANCE COMMITTEE
1994 12 06

Confirmation of the minutes of the regular meeting of 1994 10 11 and special meeting of 1994 04 26.

URBAN MUNICIPAL
DEC 15 1994
GOVERNMENT DOCUMENTS

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Verbal Response from the Officials to the Presentation by Woodview Children's Centre regarding rental rates

2. That the Report regarding: (deferred at 10.94 O&F)
   a) the principle of shared occupancy of student transportation vehicles
   b) progress on implementation of computerized scheduling and bus routing system

3. Report re Smoke–free Policy – **Pages 1 to 21**

4. Report re Parents and Community as Effective Partners – **Pages 22 to 29**

NEW BUSINESS:

1. Re–Constitution of Ad–Hoc Committees – **Page 30**
   a) AIDS Policy Committee
   b) Trustee Communications Committee
   c) Transportation Committee **(to be deferred to January)**

2. Membership – Special Education Advisory Committee – **Page 31**

3. Correspondence from OPSBA regarding Social Contract expenditures (referred at 1994 11 17 Board) – **Pages 32 to 37**

4. Annual Report on Pupil Suspensions – **Pages 38 to 42**

5. a) 1994 Accommodation Report – Final Copy – **Pages 43 to 108**
   b) 1995 Capital Expenditure Forecast

6. Report re Education Centre Parking Lot and Security of all Board Sites – **Pages 109 to 112**

7. Correspondence from the Minister of Education and Training regarding calculation of pooling. – **Page 113**

8. Request for Update re Education Development Charges (Lot Levies) – Trustee Stewart

9. Report of the Transportation Committee – **Page 114**

10. Request for Tri–Board Initiative re Sharing of Transportation Officer – Trustee Cunningham

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Recommendations of the Director of Education – **Pages 115 and 116**

NEW BUSINESS:

1. Re–Constitution of Ad–Hoc Committee – **Page 117**
   a) Name Search Committee – Mountain Secondary School

MEMO TO: Chairman and Members
Operations and Finance Committee
Hamilton Board of Education

FROM: Donald W. Goodridge
Director of Education and Secretary

Gayla Brock-Woodland
Public Relations Officer

RE: **Smoke-Free Policy**

REPORT CLASSIFICATION: Decision

BACKGROUND:

Since 1988, it has been the policy of the Board: "that smoking be banned in Board buildings and that [smoking] areas outside the buildings be designated."

Further, OP-26, the Operating Procedure for the Smoking in the Workplace Policy was revised in May 1994 to clarify the intent that smoking was forbidden within Board facilities and that one or two outside designated smoking areas must be identified at each Board building.

The Board's Drug Education Policy (1991), 3.4 Tobacco Usage, specifically developed for students, prohibits student smoking in school premises and on school grounds in elementary schools; and permits tobacco usage only in designated smoking areas outside secondary school buildings.

At present, therefore, elementary schools have one or two designated smoking areas, outside the school building, for staff only; and secondary schools have one or two designated smoking areas outside the school building, for students (over 16 years old) and staff, who chose to smoke.

Recently, however, the Tobacco Control Act, Bill 119 came into effect. This new law prohibits smoking on all school property -- including buildings and grounds -- for everyone, at all times. It is designed mainly to reduce smoking by young people and to protect Ontarians from second-hand smoke (see Appendix I -- for Summary of the Tobacco Control Act).

As a result of the passage and proclamation of Bill 119 -- the Tobacco Control Act -- effective 11 30 94, therefore, changes must be made to current Board policies and operating procedures including: Smoking in the Workplace Policy, Operating Procedure OP-26 (Smoking in the Workplace Policy), and section 3.4 Tobacco Usage of the Drug Education Policy.

These changes are required as a result of sections of Bill 119 that state:

(a) that schools and all school property are required to be completely smoke free (Section 9(3), Bill 119).

(b) that schools are required to post "no smoking" signs as described in the regulations (Section 10, Bill 119).

In September, 1994, a committee was formed to develop Board policies and procedures pursuant to Bill 119, as well as an implementation strategy for all Board sites and related communication materials and programs.

This committee consisted of representatives of groups most affected by changes in the Board's Smoking policies, including: employees, students and parents.

Input and direction on policy development, violation procedures and communication strategies was received from employee groups represented at the Director's Forum, including: F.W.T.A.O.; O.P.S.T.F.; O.S.S.T.F.; A.E.F.O.; O.P.S.T.F. Hamilton District Occasional Teachers' Branch; O.S.S.T.F. Occasional Teachers Branch; P.S.S.P.; O.P.E.I.U, Local 527; C.U.P.E., Local 1344; O.S.S.T.F. Office and Technical Bargaining Unit; Hamilton Council of Home and School Associations, and Students' Councils.

Forum members expressed the strong need for: communication strategies and materials that could be used at all sites with employees, parents, students and neighbours of schools, which would also reinforce Bill 119 as the authority on which new policies were based (this would include mention of possible fines associated with infractions); consistency between school sites and all Board facilities in terms of the Board's policy regarding tobacco usage; and consistency in violation procedures between staff and students;

Concurrent with this Committee, a meeting was also held between the Public Health Department and area school board representatives, and the Lung Association, Hamilton-Wentworth, to review requirements of Bill 119, enforcement procedures and opportunities for partnership in supporting implementation of the legislation.

As a result of the announcement of the proclamation of the Tobacco Control Act on November 30, and before the Board's Committee could complete its work, it was necessary for the Director of Education to inform all principals, managers and supervisors of the need to have no-smoking in school buildings or on school property as of 11 30 94. Order forms for no-smoking signs (to be provided to schools, initially, by the Ministry of Health and at no cost to the Board) have been received from schools for processing. Memoranda to principals, managers, supervisors and employees clearly outlined that a Board policy addressing all board sites, as well as violation procedures for students and staff would follow, in December 1994.

ISSUE:

- To determine the position of the Board on a Smoke-Free Policy.

RECOMMENDATIONS:

1. That the Smoking in the Workplace Policy (1988) be rescinded and that the following be approved as the Smoke-Free Policy of the Board:

   "Pursuant to the Tobacco Control Act (1994), effective 11 30 94, smoking in all Hamilton Board of Education schools and on school property is totally banned; and consistent with the purposes of the Act, smoking in all other Hamilton Board of Education buildings and on Board property is also totally banned."

2. That the Board's Drug Education Policy (1991) be amended, pursuant to the Tobacco Control Act (1994) and consistent with Procedures for Violations of the Smoke-Free Policy set out in Appendix II, Administrative Detail, so that:

   (a) Section 3.4.3 be amended to read: "In secondary schools no tobacco usage is allowed on either the school premises or the school grounds."

   (b) Section 3.4.3.2 will be amended to read: "If a student is found using tobacco products in the school building or on school property the Principal shall follow procedures for violations, as outlined in the Smoke-Free Policy, Section 10.2."

3. That the Board identify all Board properties that do not have the international "No Smoking" sign (at least 10 cm in diameter as stipulated in the regulations) posted on all building entrances and ensure that such signs are posted in compliance with the regulations.

4. That staff violations of the Smoke-Free Policy be addressed as set out in Appendix II, Administrative Detail, Section 10.1, consistent with the Board's Progressive Discipline Policy and Procedures, *Steps, Section B, Formal Process.*

5. That Disciplinary Action for Violations of the Smoke-Free Policy as set out in Appendix II, section 10.1 Staff Infractions and 10.2 (b) Student Infractions, *On School Property*, be implemented effective 01 16 95 to allow for an appropriate time period for communication to students and staff, as set out in sections 8.1, 8.2 and 8.3.

RATIONALE:

The Smoke-Free Policy will be implemented through the Administrative Detail provided in Appendix II, attached.

The Smoke-Free Policy will be supported by the Communication Strategy provided in Appendix III.

Changes to Section 3.4 (Tobacco Usage) of the Drug Education Policy regarding disciplinary action for elementary and secondary students who violate the no-smoking on school property ban, will provide a progressive discipline system that is consistent with the intent of both the Drug Education Policy and the Tobacco Control Act. Specifically, by providing more flexibility in the disciplinary actions for smoking on school property the Board will be providing opportunities for positive intervention in order to address substance addiction

as well as informing the student about penalties upon conviction for contravening the "no-smoking" ban at schools, as set out in the Tobacco Control Act (Section 15).

By banning smoking on all Board property, at all times, the Board will be establishing a policy that creates equity in working environment conditions for employees in the same bargaining unit. In addition, Board facilities, like the Education Centre, are used as a site for students and staff programs and activities (e.g. the SALEP program) on a regular daily basis.

APPENDICES

Appendix	**I**	Summary of Tobacco Control Act
Appendix	**II**	Administrative Detail and Policy Statement
Appendix	**III**	Communications Strategy
Appendix	**IV**	Smoke-Free Schools Committee
Appendix	**V**	Current Drug Education Policy, Related Sections
Appendix	**VI**	Public Health Services -- Neighbour Bulletin

APPENDIX I

Summary of the Tobacco Control Act

The *Tobacco Control Act* is health legislation that regulates how tobacco is sold and used. It is designed mainly to reduce smoking by young people and protect Ontarians from second-hand smoke.

Age

- Selling or supplying tobacco to a person under 19 years of age is prohibited. Vendors who are unsure of a person's age must ask for photo identification.

Tobacco Sales

- Retailers who sell tobacco must post signs containing age restrictions and health information. The content and location of signs will be stated in regulations. The signs will replace those now required by the federal *Tobacco Sales to Young Persons Act*.
- All vending machines containing tobacco products will be prohibited as of Dec. 31, 1994.
- Tobacco sales are prohibited in all health facilities, except for designated places in the 10 provincial psychiatric hospitals.
- Tobacco sales are prohibited in pharmacies and in all stores that contain a pharmacy as of Dec. 31, 1994.
- Packages must contain at least 20 cigarettes.
- Tobacco products must be packaged according to the regulations.

Smoking

- Smoking is prohibited in schools (building and grounds) and day nurseries.
- Smoking is prohibited in the public areas of:
  - retail establishments (where goods or services are sold or offered for sale to the public)
  - financial institutions
  - self-serve laundries
  - transit shelters or stations
  - hairdressing establishments and barber shops
  - video and amusement arcades.
- Smoking is restricted to designated smoking areas that comply with regulations in:
  - hospitals
  - psychiatric facilities
  - nursing homes, homes for special care, charitable institutions, homes for the aged
  - colleges, universities, private vocational schools and other institutions of post-secondary education
  - common areas of enclosed shopping malls.
- "No smoking" signs must be posted wherever smoking is prohibited. The regulations will state the content and location of these signs.

Manufacturers and Distributors

- Wholesalers and distributors must make reports to the Ministry of Health as required by regulations.
- Tobacco products must be packaged according to the regulations.

Ministry of Health
Ontario

→

Traditional Use of Tobacco by Aboriginal People

- There are exemptions to the restrictions on tobacco use for traditional aboriginal cultural or spiritual purposes.

Municipal Bylaws

- When there is a conflict between a municipal bylaw and the Act on the issue of tobacco sale and use, the law that most restricts smoking applies.
- Municipalities can pass bylaws regulating smoking in public places and the workplace.

Inspectors

- Inspectors appointed by the Ministry of Health can enter and inspect places where tobacco is sold or distributed to see whether the Act is being complied with.

Penalties

- The penalty upon conviction is set out in the Act. Fines for smoking in a "non-smoking" place are up to $5,000 for repeat offences. Fines for contravening tobacco sales and packaging regulations are up to $50,000 for an individual and up to $300,000 for a corporation.
- After two or more convictions for a tobacco sales offence, the vendor will be prohibited from selling tobacco for a specified period. During the prohibition period, tobacco may not be kept on the premises. A prohibition sign must be posted as required by regulations.

APPENDIX II

A POLICY STATEMENT

"Pursuant to the Tobacco Control Act (1994), effective 11 30 94, smoking in all Hamilton Board of Education schools and on school property is totally banned; and consistent with the purposes of the Act, smoking in all other Hamilton Board of Education buildings and on Board property is also totally banned."

B ADMINISTRATIVE DETAIL

1. Duties of the Director of Education

1.1 Administer implementation of the Smoke-Free Policy through supervisory officers.

1.2 Notify all staff regarding the policy.

2. Duties of the Superintendent of Administrative and Operational Services

2.1 Ensure that all Board sites have approved "No-Smoking" signs posted at all entrances as stipulated in the Tobacco Control Act.

2.2 Arrange for regular distribution of "No Smoking" signs (as stipulated in the regulations of the Tobacco Control Act) to those Board sites that require additional signs in compliance with the Tobacco Control Act.

3. Duties of Superintendents of Schools:

3.1 Receive from the principals, when requested, a progress report on each school's implementation of the Smoke-Free Policy.

4. Duties of Principals:

4.1 Implement the Smoke-Free Policy and ensure that the school's discipline code addresses the issue of smoking and the consequences for violation (also see Section 10 of the Policy).

4.2 Arrange for appropriate posting of Board approved "No Smoking" signs at all school entrances (available on request through the Superintendent of Administrative and Operational Services).

4.3 Communicate with all students, staff, parents and volunteers about the implications of the Smoke-Free Policy.

4.4 Through a process of problem solving with staff and students, determine the course of action that must take place to meet the intent and spirit of the Board policy as well as the needs of staff and students (such as the development of a school committee to address implementation of the Policy, safety concerns, the development of cessation programs and relationships with neighbours of the school).

The development of awareness programs for students and the provision of help through staff and peer counselling, for those who wish to stop smoking, are suggested means of encouraging positive student response in support of the Smoke-Free Policy.

4.5 Encourage response in support of the Policy through positive reinforcement and clear direction.

4.6 Follow steps outlined in Section 10 of this Policy to address individuals (students and staff) who do not comply with the Policy.

5. Duties of the Superintendent of Finance and Treasurer:

5.1 Administer the implementation of the Smoke-Free Policy at the Dundurn site.

5.2 Ensure that permit holders (booking school facilities and using or renting Board buildings) are informed of the Smoke-Free Policy at the time of acquiring the permit for use of Board facilities.

6. Duties of Education Centre Department Managers/Supervisors:

6.1 Review and discuss the implications of the Smoke-Free Policy with staff.

6.2 Through a process of problem solving with staff determine the course of action that must take place to meet the intent and spirit of the Board policy as well as the needs of the staff.

6.3 Implement the Smoke-Free Policy within the department.

6.4 Encourage a response in support of the policy through positive reinforcement and clear direction.

6.5 Follow steps outlined in Sections 10 of this Policy to address individuals (staff) who do not comply with the policy.

7. Duties of the Superintendent of Human Resources:

7.1 Ensure that all staff are informed of the Smoke-Free Policy, including progressive discipline associated with contravention of the Smoke-Free Policy by staff, as well as available support resources through the Board's benefit package.

7.2 Ensure that potential or new employees of the Board shall be advised of the Smoke-Free Policy.

8. Duties of the Public Relations Officer:

8.1 Working with the Superintendent of Human Resources, prepare an Employee Information Bulletin to inform staff about the Smoke-Free Policy, including possible penalties (as outlined in Section 15 of the Tobacco Control Act), progressive disciplinary steps for contravention of the Policy, and available smoking cessation programs.

8.2 Develop and distribute to schools a Parent Bulletin for use by schools to inform parents about the Smoke-Free Policy, including penalties (as outlined in Section 15 of the Tobacco Control Act) and progressive disciplinary steps for students in contravention of the Policy.

8.3 Develop and distribute to schools a Student Bulletin (Grade 6 to OAC) for use by schools to inform students about the Smoke-Free Policy, including penalties (as outlined in Section 15 of the Tobacco Control Act) and disciplinary steps for students in contravention of the Policy.

9. Procedures for Students:

Since 1991, the Board has had a **Drug Education Policy** in place regulating student smoking in elementary, middle and secondary schools. Amendments have been made to that Policy under section 3.4 Tobacco Usage concurrent with the Smoke-Free Policy. Specifically, there is to be no smoking by students in elementary, middle or secondary schools or on school property in compliance with the Tobacco Control Act.

Further, disciplinary actions are specified in Section 10 of this Policy for students who do not comply with the Smoke-Free Policy.

10. Compliance -- Disciplinary Actions for Violations of the Policy:

10.1 Staff Infractions

Interventions with respect to staff violations should be constructive in nature rather than confrontational, consistent with the Board's Progressive Discipline Policy and Procedures.

Staff violating the Smoke-Free Policy should be requested to stop the infraction and informed of the Policy as well as possible penalties associated with intervention of the no-smoking ban, as set out in the Tobacco Control Act.

Principals, managers and supervisors will follow *Steps, Section B, Formal Process,* as outlined in the Board's Progressive Discipline Procedures, in addressing violations of the Smoke-Free Policy.

10.2 Student Infractions

Section 3.4 Tobacco Usage of the Board's Drug Education Policy has been amended to prohibit students from smoking in all elementary, middle and secondary schools as well as at Board sites and on Board property.

The development of awareness programs for students and the provision of help through staff and peer counselling, for those who wish to stop smoking, are suggested means of encouraging positive student response in support of the Smoke-Free Policy and Section 3.4 Tobacco Usage of the Drug Education Policy.

The following are action steps to address student violations of the Drug Education (3.4 Tobacco Usage) and Smoke-Free policies:

In the school building:

Violation	Action
One	The principal shall suspend the student for three (3) days, according to Operating Procedure SP-20 (see Section 3.12 of the Drug Education Policy) and section 2.2.7, of the Drug Education Policy (re follow-up interventions).

On school property:

Violation	Action
One	The Principal must advise the student to stop the infraction and advise or reaffirm the Board's Smoke-Free Policy and Tobacco Usage Policy on all Board property. Remind the student of penalties associated with contravention of the Tobacco Control Act. Suggest available smoking cessation resources available through school programs or locally.
Two	The principal shall suspend the student for three (3) days, according to Operating Procedure SP-20 (see Section 3.12 of the Drug Education Policy) and section 2.2.7, of the Drug Education Policy (re follow-up interventions).

Appendix III

Communications Strategy for Smoke-Free Schools and Policy

November 11 — **PRINCIPAL and MANAGERS BULLETIN**

- guidelines on Compliance with Tobacco Control Act
- proclamation of Smoke-Free schools and school property effective November 30/94
- outline of elementary and secondary principal responsibilities
- update on December presentation of policy at Board
- duties re posting of signs at each school entrance
- communication to staff and circulation of Employee Bulletin required

November 11 — **EMPLOYEE BULLETIN**

- circulated to all staff by principals, managers and supervisors
- update re Tobacco Control Act requirements for schools
- information on impact to schools
- information on Board policy in December to address Education Centre and Dundurn sites, as well as procedures for violation of no-smoking ban

November 25 — **NEIGHBOUR BULLETIN**

- sent to all schools for circulation to neighbours
- produced by the Public Health Department with our Board
- overview of Tobacco Control Act
- information on numbers to call for neighbours with concerns or questions

January 3 to 6 — **PRINCIPAL/MANAGERS (ALL SITES) BULLETIN**

-update on Board Smoke-Free Policy and procedures
- overview of duties and responsibilities

January 3 to 6 — **EMPLOYEE BULLETIN (all staff)**

- information on new Board Smoke-Free policy
- outline of progressive discipline for violation of law and policy
- information on support resources available through the Board's benefit package

January 3 to 6 — **STUDENT BULLETIN (Grades 6 to OAC)**

- information on Tobacco Control Act and reasons for the new law related to health and tobacco usage
- information on new Board Smoke-Free policy
- emphasis on Tobacco Control Act -- "It's the Law"

- outline penalties for violation of the law
- outline disciplinary steps for violation of Board Smoke-Free Policy
- emphasis that Policy applies to students, staff and everyone at all times
- information on smoking cessation programs and support services

January/February **PARENT BULLETIN (elementary and secondary school parents)**

- circulated to all elementary parents through school newsletters
- advertisement in Hamilton Spectator alerting secondary parents that Parent Information Bulletin on Smoke-Free Policy is available in secondary school offices for pick-up by students for parents
- information for parents on Tobacco Control Act and the Board's Smoke-Free Policy and procedures
- implications for students in violation of the law and Board policy
- emphasis that Policy applies to students, staff and everyone at all times

Appendix IV

SMOKE-FREE SCHOOLS COMMITTEE MEMBERS

(Chair) Gayla Brock-Woodland, *Public Relations Officer*

Sue Crawford -- *President, Office and Professional Employees International Union, Local 527*

Kathy Dubecki -- *Administrative Assistant, Human Resources*

Marlene Gibson -- *President, Hamilton Council of Home and School Associations*

Ronald Halmos -- *President, Hamilton Secondary School Principals' Council*

Jamie Nunn -- *President, Students' Council, Hill Park*

Appendix V

DRUG EDUCATION POLICY -- RELATED SECTIONS

2.2.5 Student Found in Possession of Drugs or Alcohol While at School

For initial intervention, see Procedures for dealing with Drug Related Incidents - Section 3.6, 3.7.

Interviews arranged with appropriate personnel (Adjustment Consultant, Social Worker, Guidance Counsellor). *Follow Actions 2.2.1 through 2.2.3.*

2.2.6 Student is a Suspected Supplier or "Trafficker"

For initial intervention, see Procedures for dealing with Drug Related Incidents - Section 3.9.

- *Staff may wish to utilize some of the suggestions in 2.2.2.*

2.2.7 Student is a Tobacco User

For initial intervention, see Procedures for dealing with Drug Related Incidents - Section 3.4.

- Tobacco is recognized as an addictive substance that has detrimental affects on both the short and long term health of the user.
- *Follow similar suggestions listed in 2.2.1/2.2.2/2.2.3.*

2.2.8 Student is a Suspected Solvent Abuser

Although solvent abuse is not against the law, each case is different and should be "explored" carefully. School personnel who are aware of a student who is abusing solvents should attempt to become involved as much as possible.

The parents must be made aware that there is a reason to believe that there is a problem concerning solvent abuse. The parents should be told that they have the responsibility to look into this situation further, i.e. checking it out with the family doctor. Parental consent should be requested for the Adjustment Consultant to discuss this particular problem with the family doctor (consent form must be used). There should be on-going contact with the home to ensure that there is some follow-up.

Explaining the gravity of the situation to the student is a necessity even though he/she may claim to have heard it before.

In some situations appropriate personnel from the school can maintain a good rapport with the student, i.e. Guidance Counsellor, Social Worker, Teacher, Public Health Nurse.

Possible counselling referrals by Adjustment Services (open case) or family doctor may be necessary.

Where assistance is refused or not followed through by parents, and or student, Adjustment Consultant may make a referral to (C)C.A.S. indicating "a high risk" student.

2.3. Addiction Services for the Hamilton Area

2.3.1 Youth-Focus Programs

There are a number of services available to youth and it is critical that they be matched on an individual basis to services that are most able to effectively respond to them. There are a number of other addiction services in Hamilton, but most of these programs are focused on the needs of adults and serve very few youth under 24 years of age. Alcohol and Drug Assessment Services (A.D.A.S.) and Alternatives for Youth (A.Y.) are the two addiction services in our community addressing the unique needs of youth.

2.2 Categories of Assistance

2.2.1 Student Is a User and Wants Assistance

Internal school resources may be used to create a readiness for a referral.
Refer to Adjustment Consultant if desired.
Home visit made, if desired, subject to the principal's approval.
Appropriate referral made for assessment and treatment.

2.2.2 Student is a Suspected User and Refuses Help

Many apparent signs and symptoms of drug abuse may be natural adolescent behaviour. Also many medical conditions or prescribed drugs may produce suspicious behaviour. Proceed with caution.

Convey to the student the need for counselling.
Initiate an interview with school personnel, i.e. Guidance Counsellor, appropriate staff, Social Worker, Adjustment Consultant, Public Health Nurse.

Ongoing intensive counselling sessions to gain user's confidence, to create an awareness of health problems, and to provide knowledge resources that are available to that particular person in the community.

Information provided by way of brochures, pamphlets, current literature, etc., as available in Guidance Office, Library, or from Addiction Research Foundation.

2.2.3 Student Wants Help But Requests No Parental Involvement

A thorough assessment of the "users" situation must be conducted and factors such as age, severity of the situation, and support systems available to the user, have to be considered.

Indications must be made that in certain situations involving the health and welfare of the student, parents or guardians may have to be informed.

Interview sessions arranged with appropriate internal personnel.

Initiate referral with student with parental consent wherever possible.

Please note that the Child and Family Services Act, 1984 - Section 28 states - Service providers (agency, clinic) may provide a counselling service to a child who is twelve years of age or older with the child's consent, and no other person's consent is required, but if the child is less than sixteen years of age the service provider shall discuss with the child at the earliest appropriate opportunity the desirability of involving the child's parent.

2.2.4 Student Under the Influence of Alcohol or Drugs While at School

For initial intervention see Procedures for dealing with Drug Related Incidents - Section 3.5.
When the student returns to school, further interviews arranged with appropriate personnel (Adjustment, Social Worker, Public Health Nurse, Guidance Counsellor). *Follow actions 2.2.1 through 2.2.3*

3.3 Definitions

3.3.1 For the purposes of this document "parent' shall mean the custodial parent(s) or legal guardian(s) of the student. It is recognized that if the student is 18 years of age or older that student is legally an adult.

3.3.2 For the purposes of this document "Principal" shall include the teacher designated by the Principal to be in charge of students while the Principal is unavailable.

3.3.3 Further definitions are found at the beginning of each section of this document.

3.4. Tobacco Usage

3.4.1 Tobacco is recognized as an addictive substance that has detrimental effects on both the short and long term health of the user.

3.4.2 Elementary Schools - In elementary schools no tobacco usage is allowed on either the school premises or the school grounds.

3.4.2.1 If a student is in possession of tobacco products the Principal shall remove the products from the student and dispose of them.

3.4.2.2 If a student is found using tobacco products the Principal shall suspend the student for a period of three (3) days, according to Operating Procedure SP-20 (see Section 3.12).

3.4.2.3 See follow up interventions - Section 2.2.7.

3.4.3 Secondary Schools - In secondary schools tobacco usage is permitted in designated areas.

3.4.3.1 If a student under the age of 16 years is in possession of tobacco products the Principal shall remove the products from the student and dispose of them.

3.4.3.2 If a student is found using tobacco products in other than the designated smoking area the Principal shall suspend the student for three (3) days, according to Operating Procedure SP-20 (see Section 3.12).

3.4.3.3 See follow up interventions - Section 2.2.7.

3.5 The Student is Suspected of Being Under the Influence

3.5.1 Definition: Under the influence means showing symptoms of the use of alcohol, non-prescribed drugs or inhalants while on Board property or at Board-sponsored events.

3.5.2 The First Infraction - The Principal shall:

3.5.2.1 determine if the student is in possession of any alcohol or other drug and, if so, refer to the Guidelines for the Seizure of Drugs (Section 3.11);

3.5.2 The First Infraction (cont)

3.5.2.2 contact the parent of the student (if the student is under 18 years of age or if the student is over 18 years of age and gives permission) as soon as possible to report the situation and the disciplinary procedures taken;

3.5.2.3 advise the student that they have violated board policy and of the consequences should there be a subsequent violation;

3.5.2.4 arrange for the safe departure of the student from the school property or the event by either parents or legal guardians, ambulance, police or other responsible adults or, if no such adult is available, retain the student in a safe, supervised environment;

The Principal may:

3.5.2.5 suspend the student for 3 days according to Operating Procedure SP-20 (see Section 3.12).

3.5.2.6 arrange a meeting with the parents or guardians (if the student is under 18 years of age or gives permission) and with the student to share further information and to discuss available school or community based counselling services.
(See Section 2.2.4)

3.5.3 Subsequent Infractions
The Principal shall:

3.5.3.1 refer to the section 3.5.2;

3.5.3.2 arrange a meeting with the parents or guardians (if the student is under 18 years of age or gives permission) and with the student to share further information and to discuss available school or community based counselling services;
(See Section 2.2.4)

3.5.3.3 suspend the student for 5 days, according to Operating Procedure SP-20 (see Section 3.12).

3.6 The Student Is In Possession Of Alcohol

3.6.1 Definition: Alcohol is all substances described in the Liquor Control Act.

3.6.2 The First Infraction
The Principal shall:

3.6.2.1 not leave the student alone;

3.6.2.2 confiscate the alcohol in the presence of an adult witness and dispose of the alcohol;

3.6.2.3 contact the parent of the student (if the student is under 18 years of age or if the student is over 18 years of age and gives permission) as soon as possible to report the situation and the disciplinary procedures taken;

3.11 Guidelines For The Seizure Of Drugs

3.11.1 An adult witness should be present when a staff member assumes possession of a drug from a student. The student shall not be left unattended.

3.11.2 Seized drugs shall be reported to and disposed of in consultation with a police officer as soon as possible.

3.11.3 Documentation of any seizure should occur as soon as possible. This information will be separate from the Ontario Student Record. Students should be notified of the conditions of documentation and that other than being released to parents and police as required by this policy, this information is confidential.

3.11.4 The Principal should ask for the student's cooperation in emptying pockets, purses, knapsacks, etc.

3.11.5 Police involvement should be used when necessary, or if the well being of the student is at risk. The police are to be notified in all situations where the distribution of drugs is suspected..

3.11.6 The search of the student's locker and personal effects should include the student and an adult witness whenever possible.

3.12 Guidelines For Suspensions And Expulsions

3.12.1 All suspensions must follow the guidelines set out in Operating Procedure SP-20: Suspension of Pupils.

3.12.2 **The length of suspensions mandated in the preceding sections of this Procedure may be modified by:**
- additional considerations under Section 22(1) of the Education Act (Suspension of Pupil)
and
- the number of similar infractions on the student's record.

3.12.3 **As stated in Operating Procedure SP-20, "The Principal shall be at liberty to revoke the said suspension before the termination of the fixed period, if the Principal, in his/her discretion, deems same to be advisable.**

3.12.4 **The length of the suspension may be modified by an agreement by the student to attend counselling sessions, with the counselling sessions taking the place of all or part of the suspension.**

3.12.5 Expulsion must be considered for repeat offenders. In such cases the decision to begin expulsion procedures must be based on:
- indications that the offending student may continue distributing or abusing alcohol or drugs;
- apparent lack of serious concern on the part of the student about the consequences of alcohol or drug use and the level of disruption imposed by the student on other students, school staff and the education process.

THE TOBACCO CONTROL ACT OF ONTARIO
HOW IT WILL EFFECT SCHOOLS/COMMUNITY

EFFECTIVE DATE: NOVEMBER 30th, 1994

Purpose of the Tobacco Control Act:

- to keep children and teenagers from smoking
- to reduce second-hand smoke by banning smoking in a wide range of public places
- to make people aware of the health dangers of smoking
- to ban tobacco sales in health care facilities and pharmacies
- to fine those who do not comply with the law

DRAFT

The Tobacco Control Act Will:

- bans the sale of tobacco to persons under the age of 19 years
- make retailers responsible for selling tobacco to people 19 years and older
- bans the sale of tobacco products in most health facilities (eg. hospitals and pharmacies)
- bans the sale of tobacco in vending machines
- bans or restrict smoking in some places
- bans sales of tobacco in packages containing less than 20 cigarettes
- be enforced and will include fines and bans

What the Act means for Schools:

- bans smoking in school buildings and on school grounds at all times

Possible Issues for Neighbours:

If you have a question or concern regarding the Tobacco Control Act, or possible issues, such as loitering on property or litter, please contact The Department of Public Health Services, Inspection Division at 546-3570.

Schools will also be working with community toward the successful implementation of the Tobacco Control Act, and may be able to respond to student-related concerns.

Inspection Division → 546-3570

BULLETIN

This document was prepared by the:
Hamilton-Wentworth Department of Public Health Services
Lung Association Hamilton-Wentworth

1994 12 06

To: The Chairman and Members
Operations and Finance Committee

From: Senior Management

Prepared by: Mervyn Matier, Assistant Superintendent of Schools, Mountain
Jim McCaughey, Program Leader, Staff Development
Stew Thompson, Assistant Superintendent of Schools, Lower City

Re: **Parents and Community as Effective Partners**

Report Classification: Information

Background:

1. In July, 1994 Senior Management endorsed an initiative to develop a plan of action to establish a systematic planned approach to parent/community involvement. The plan would build on existing practices evident in Hamilton schools. (See Appendix 1.1)
2. The Steering Committee has reviewed the following documents which support this initiative:
   - **Symposium for School Leaders** which considered the issue of effective parent/community involvement in schools. (See Appendix 1.2)
   - **Ontario Parent Council** *Report* which discussed the establishment of School Parent Councils. Their recommendations were an attempt to ensure equity of access and consistency of approach for parents across Ontario. (See Appendix 1.3)
   - In June, 1994, the **Hamilton Elementary Principals' Association** prepared a Position Paper on *"The Changing Nature of the Principalship"*. The **Hamilton Secondary School Principals' Council** also prepared a Position Paper for *"Parent and Community Involvement"*. Both reports support the concept of involving parents and community in our schools. (See Appendix 1.4)
   - In May, 1994, the **Hamilton Council of Home and School Associations** prepared a report titled *"A Model of Parental Involvement in Ontario"*. The summary of their report in found in Appendix 1.5.
   - In 1993, the **Ministry of Education and Training** published a policy document on *"Antiracism and Ethnocultural Equity in School Boards"*. One identified area of focus for policy development and implementation is school-community partnership. (See Appendix 1.6.)
   - In October, 1994, the **Hamilton Board of Education** approved a *Public Relations Policy*. This stated that Public Relations programs will be: "founded on the understanding that parent and community involvement and partnership is essential to the success of our students, organization and operations". The section dealing with parent/community involvement is found in Appendix 1.7.
3. The Steering Committee conducted an extensive review of current literature and research.
4. The Steering Committee developed a plan of action to evolve our system towards effective parent/community involvement in a planned, systematic and manageable way. (See Appendix 2)

Issue:

To establish a plan for the development of effective parent/community involvement in our schools.

Recommendations:

1. That this report be received for information.
2. That a report regarding implementation progress be provided to the Operations and Finance Committe by June, 1996.

Rationale:

- Research has consistently demonstrated that effective parent/community involvement in schools results in:
  - better long-term academic achievement;
  - greater motivation;
  - fewer number of students who repeat a grade;
  - fewer behaviour problems;
  - fewer school dropouts.
- Parent/community involvement is a function of the time and level of commitment that individuals are able to provide. That parents are positively involved is as important as how they are involved. A continuum of options for the level of parent/community involvement has been developed which builds on current exemplary practice in our schools:
  i) Communication: e.g. newsletters; parent handbook; providing information on the child's interest and abilities; parent/teacher interviews; open house.
  Collaboration & Support: e.g. fundraising; volunteer support/supervision on field trips; assisting with school social/cultural events.
  ii) Education: e.g. workshops for parents; information sessions on curriculum; information sessions on board/school policies.
  iii) Home Support for School Program: e.g. tutoring ideas for parents to support school activities; ideas for home education; resource centers for parents in school libraries; make and take sessions - making educational games; summer reading packages.
  iv) Support for Classroom Programs: e.g. parent volunteers - assisting teachers with preparing teaching materials; activity centers; working one-on-one or in small tutorial groups.
  v) Planning: e.g. parents/community members on committees providing input on curriculum, parent activities, development of school policies/procedures, accommodation; consultation on establishment of the school's vision, setting priorities; coordination of all parent/community activities in the school.
- An organizational framework to ensure the effectiveness at each of the five levels of involvement has also been developed:
  - assessment of needs and resources;
  - establish roles and responsibilities for participants;
  - recruitment and selection process;
  - inservice for all participants;
  - establish communication channels;
  - coordination of activities;
  - support, review and evaluate ongoing activities.
- The plan utilizes principals as the key change agents and supports the initiative through a comprehensive staff development program. Finally, the plan calls for a manageable and accountable implementation plan utilizing the school planning process to build on the levels of involvement which currently exist in the school.

Appendices

Appendix 1.1

Existing Practices:

E.g.:

- Volunteer programs
- Home and School and Parent Organization Groups
- Involvement in an array of activities (Diagnostic and Resource Teams; IP&RC, planning committees to develop school policies and procedures; parent-teacher interviews; curriculum information sessions; parent support programs, fundraising; acquiring resources for the school; social & cultural events, etc.)

Appendix 1.2

Symposium for School Leaders

1. The wave of change in parent/community involvement is upon us locally, nationally and internationally. Dramatically different parent/community involvement can mean major changes in the way our schools work. By learning and utilizing proven strategies, we can harness the energy of the community and work together for student success.
2. Legislating parent/community involvement does not ensure success. We must first work toward creating and sustaining positive attitudes in order to realize benefits for students. Research indicates that positive parental involvement in schools is one of the best predictors of positive attitudes toward school, lower drop-out rates and better academic success in our students.
3. Neither the school nor the parent in isolation can guarantee success. "It takes a whole village to raise a child" - African Proverb. Parents are major stakeholders in education and are valuable experts in knowing their child and community.
4. Schools that adopt a comprehensive organizational framework for involving parents and community are more likely to create successful partnerships.
5. Parent/community involvement is a function of the time and level of commitment that individuals are able to provide. That parents are positively involved is as important as how they are involved. There is a continuum of options for the level/degree of parent/community involvement.

Their recommendations are listed below:

1. Proactive leadership at the system and school level is essential in order to further develop parent/community involvement.
2. Schools must develop positive and inviting attitudes regarding parent/community involvement.
3. School plans should be developed in consultation with parent/community representatives.
4. An organizational framework is critical for successful parent/community involvement.
5. Schools must develop a range of opportunities to accommodate the varying degrees of parent/community involvement.

Appendix 1.3

Ontario Parent Council

The major research findings are listed below:

- Many parents want to be involved in decision making within their children's schools.
- The current structure neither permits nor promotes parental involvement in a uniform fashion. As a result, many parents are not as involved as they would like to be.
- Parents indicate that the positive attitude of the principal and staff is the key element to successful parent involvement.
- In order to ensure a uniform ability for parents across the province to participate in the education system, the government must mandate, through legislation, a well-defined role for parents in local schools.
- Many jurisdictions in Ontario where there is a policy of parent involvement limit parents to an advisory role, while authority and responsibility for major decision are left with administrators and trustees.
- Legislation that would provide parents with decision-making authority also must define clearly the responsibilities and liabilities of those parents.

The O.P.C. recommends that a school parent council be required for each school. An amendment to the Education Act would state the mandate, goals, composition and authorities of school parent councils.

- The description of the model includes recommendations for the basic elements of school parent councils; the legislative approach; the composition of school parent councils; the election process and the authorities of school parent councils.
- School parent councils should have an advisory role in the following areas:
  - Major decisions regarding the school year.
  - Curriculum and program development at the school and board levels.
  - Participation in the hiring and performance review of teachers, principal, vice principal and other school staff.
  - Participation in the approval process for school/school board budgets.
  - Development of school policies.

Appendix 1.4

Hamilton Secondary School Principals' Council

Position Paper on Parent and Community Involvement

The H.S.S.P.C. supports the concept of involvement of parents and community in our schools. They recognized that the levels of involvement may vary from the traditional to those levels where parents and the community are directly involved in governance and decision making. They recognized that at each level of involvement school administrators and parents need to develop structures which clearly delineate the roles and responsibilities. School leaders recognize their responsibility to lead in the formalization of structures and processes for the partnerships to benefit the students. They support the

collaborative development of a clear school mandate, taking into consideration the school plan, students' needs and Ministry directives.

Hamilton Principals' Association

"The Changing Nature of the Principalship" states that:

In order to develop a collaborative culture within their school community, principals provide opportunities for parents to become actively involved in the decision-making process and help them understand the goals, programs and realities of today's educational system.

Possibly the biggest challenge facing principals today is their role in establishing community partnerships through public relations and participation. Principals need to develop a public relations plan which will not only involve the community in the school but also extend the school into the community. Principals should create opportunities for input from all sources and breakdown barriers that inhibit community involvement. In addition, principals should take an active role in pursing and developing partnerships with businesses, organizations and social agencies within the community. The development of these partnerships offers many opportunities which will be mutually beneficial to the community and the school.

Appendix 1.5

Hamilton Council of Home and School Associations

"A Model of Parental Involvement in Ontario" states:

- O.F.H.S.A. believes that parental involvement at all levels of the education system is essential.
- Members must be representative and accountable to a democratic parent organization and not promote individual concerns - no matter how good their intentions.
- There must be a network to allow for a flow of information and communication so that members can be pro-active.
- We believe that parent-organized and parent-driven involvement is more effective than principal selected participation.
- We believe that mandated School Parent Councils or any other form of government-legislated parent involvement, will not guarantee parent commitment or participation.
- Home and School has the framework, the outreach, and the tools necessary to satisfy the requirements of the initiative that the Ministry of Education and Training is introducing. We believe that the Ministry of Education and Training should be building on the platform we have already established.
- The Ontario Federation of Home and School Associations, as partners in education, will continue to work for increased parental involvement in education as a means to promote the **Best for Each Student.**

Appendix 1.6

Ministry of Education and Training

"Antiracism and Ethnocultural Equity in School Boards" states that:

Schools shall meet the needs of their increasingly diverse communities. Active involvement and participation by members of the community in the development, implementation, and monitoring of school board policies and programs will ensure that community perspectives, needs, and aspirations are included and addressed.

School boards shall develop constructive and open dialogue and partnerships with parents and community groups to increase co-operation and collaboration among home, school, and the community. School-community partnerships shall involve diverse racial and ethnocultural groups. This applies particularly to the development of antiracism and ethnocultural equity policies, since such policies require the support of the entire community in order to be effective.

Appendix 1.7

Hamilton Board of Education

Public Relations Policy states that:

The Principal of the school, under the supervision of the Superintendent of Schools, and as part of school planning, shall be responsible for:

- Development, implementation and evaluation of two-way communications programs that:
  - (i) encourage dialogue and co-operation with parent and community partners;
  - (ii) meet the unique needs of students, parents and community;
  - (iii) encourage parent and community involvement in the education process to support student achievement and improve school programs and services;
  - (iv) supplement and support Board public relations programs by increasing understanding of system and school programs, priorities, policies, procedures, resources and student needs;
  - (v) build recognition of student and staff achievements to encourage educational excellence;
  - (vi) provide methods to respond in a timely, open and honest manner to parent, community and media inquiries subject to the limitations of the Education Act and the Municipal Freedom of Information and Protection of Individual Privacy Act, 1989;
  - (vii) include the use of informal and formal methods of communication as well as a variety of media, such as publications, meetings, information sessions, personal contacts, community events, etc.;
  - (viii) are developed in consultation with parent, employee, student (as appropriate) and other key external stakeholder groups;
  - (ix) are reviewed on a regular basis and shared with parents, staff and other key school community audiences.

Parents/Community as Effective Partners

ACTION PLANNER

What needs to be done? (Areas of Focus/Emphasis)	What are the intended outcomes?	How will we know we have achieved the outcomes? (Indicators)	How will we do it? (Strategies)	Resources (Human & Material)	Who's responsible?	Timeline
Begin the P.C.E.P. initiative.	• Administrators understand and support the P.C.E.P. initiative.	• Administrators demonstrate support for the initiative. • Administrators volunteer to serve on focus groups	• Awareness sessions conducted through Administrative Structures which address: * research (benefits) * legislation/policies * action plan * development of resource documents	• Steering Committee • Literature Search (Library) * 10 articles * research journal (OISE/94) * Text (Involving Parents/92)	Steering Committee: * *Merv Matier* * *Jim McCaughey* * *Stew Thompson*	Jan.95
Development of Resource Documents.	• Resource documents are developed to assist schools.	• Administrators receive resource documents with appropriate in-service at Administrators meetings.	• Establish 5 focus groups with clear mandate & resources in order to produce the five resource documents which address: * mandate * membership * role/responsibilities * in-service training * operational guidelines * accountability as illustrated through review process.	• Literature • Administrators • Parents • Community/Agencies • Home & School • Program Department • Assistant Superintendents of Schools • Staff Development • Public Relations • Trustees	• Focus Group Chairs • Steering Committee	Jan.95-- (1-3)-Mar.95/ (4)-April 95/ (5)-June 95
Development of a Needs Assessment instrument.	• Provision of Needs Assessment for use in schools.	• Needs Assessment instrument made available for use at the May Administrators' Meeting.	• Steering Committee develops instrument • Instrument is validated by administrators	• Staff Development • Literature	Steering Committee	Apr. 95
Validation and In-service of Resource Documents.	• Knowledge of resources • Administrators generate initial plans for application of resource documents/ needs assessment.	• Through review of Manager's Letters & School Plans, P.C.E.P. initiatives are identified for inclusion in 1995/96 school plans.	• In-service/validation provided through regularly scheduled Administrator's Meetings.	• Focus groups • Steering Committee • Planning Committee • Resource Documents	• Focus groups • Steering Committee • Mountain & Lower City Planning Committees	March 95/ June 95
Development and Implementation of Leadership Renewal Module "Political Management" to contain P.C.E.P. initiative.	• Administrators receive in-service training on managing effective parent community involvement in their school.	• Administrators participate in Leadership Renewal Module. • Evidence of growth is tracked through: (a) growth plan (b) Manager's Letter • Improved P.C.E.P. initiatives in school.	• Staff Development will incorporate P.C.E.P. initiatives in the development of the Political Management Module (Leadership Renewal series)	• Focus groups • Steering Committee • Literature • Writing Team & Module leaders	Staff Development	July 95/ Oct.95

Parents/Community as Effective Partners

ACTION PLANNER

What needs to be done? (Areas of Focus/Emphasis)	**What are the intended outcomes?**	**How will we know we have achieved the outcomes?** (Indicators)	**How will we do it?** (Strategies)	**Resources** (Human & Material)	**Who's responsible?**	**Timeline**
System Awareness Sessions	• Stakeholder groups gain knowledge of system initiative • plan of action • resource documents	• Awareness sessions with stakeholders have been conducted.	Awareness sessions: • Sr. Management • Trustees • Program Department • Home & School	• Focus Groups & Steering Committee • Resource documents	• Steering Committee • Focus groups	Sept./ Oct.95
In-service and application of Needs Assessment	• In-service (process/ operational) understood by administrators • Schools identify areas of strength and areas for increased involvement.	• In-Service of Needs Assessment instrument provided at Administrators' Meeting. • Needs Assessments conducted in schools. • Areas of strength/ improvement are identified in each school.	• Provide in-service (sample process/ operational) on the application of the needs assessment. (Administrators' Meeting) • Schools conduct needs assessment.	• Needs Assessment instrument • Steering Committee • Principals/Vice-Principals	• Steering Committee	May 95 / Sept.95
School Plans address Levels 1-5 of P.C.E.P. initiatives.	• Increased parental/ community involvement in schools.	• School plans identify P.C.E.P. initiatives. • Review data verifies increased parent/ community involvement in schools	• School planning process • Tracked through manager's letter. • School review process measures growth in identified areas. • school data is collated to indicate growth in the system. • S.O.S./A.S.O.S. collate system data through review of Manager's Letter/ School Plan.	• School Administrators & staff • S.O.S./A.S.O.S.	• Principals • S.O.S./A.S.O.S.	Sept.95/ June 96

1994 12 06

TO: The Chairman and Members,
Operations and Finance Committee

FROM: D. W. Goodridge,
Director of Education and Secretary of the Board

RE: **Re-Constitution of Ad Hoc Committees**

GENERAL

BACKGROUND:

AIDS POLICY COMMITTEE:

That the Aids Policy Committee be reconstituted for 1995 to consist of five members appointed by the Chairman of the Board and that the mandate of the Committee be to:

a) review current practices at least on an annual basis and assess the need for the revision of policies in line with current developments in the medical/legal communities while maintaining a close liaison with the Medical Officer of Health in evaluating all new information with respect to AIDS/HIV. (Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus Infection).

[Adopted at 1988 03 meetings of the Operations Management Committee and Board.]

TRUSTEE COMMUNICATIONS COMMITTEE:

That the Trustee Communications Committee be re-constituted for 1995 to consist of five trustees to investigate the impact of electronic information gathering, processing and dissemination available to trustees in an attempt to establish communication guidelines for trustees that could be used [in the production of newsletters*] and other forms of trustee communications and that the Committee report to the Operations and Finance Committee.

[Adopted at the 1994 04 meetings of the Operations and Finance Committee and Board.]

* completed

TO: The Chairman and Members,
Operations and Finance Committee,

FROM: D. W. Goodridge,
Director of Education and Secretary

RE: Membership - Special Education Advisory Committee

GENERAL

BACKGROUND:

Concurrent with the election of the new Board, a new term for members of the Special Education Advisory Committee comes into effect. Community input, interest and expertise are vital to the operation of this Committee.

RECOMMENDATION:

(a) That the following representatives from Community Organizations be appointed as Members to the Special Education Advisory Committee, for a period of three years, effective 1994 12 01 to 1997 11 30:

NAME	ASSOCIATION
Arlene Kappheim	Association for Bright Children
Theresa Simms-Obidi	Autistim Ontario, Hamilton Wentworth Chapter
Sandy Barnes	Canadian National Institute for the Blind
Arlene Savelli	Children and Adults with Attention Deficit Disorders
Frances Oommen	Down Syndrome Association of Hamilton
Vicky Kerr-Jaskiewicz	Hamilton and District Easter Seals Parent Delegate Group
Nalda Dalziel	Hamilton District Society for Disabled Children
Bryan Shields	Hamilton Association for Community Living
Linda Burns	Hamilton Council of Home and School Associations
David Bucsis	Learning Disabilities Association of Hamilton-Wentworth

(b) That the following Additional Members be appointed to the Special Education Advisory Committee for a period of three years, effective 1994 12 01 to 1997 11 30:

Dominic Verticchio	Children's Aid Society of Hamilton-Wentworth
Deborah Barr	Hamilton-Wentworth Communication Collective
Sue Bramberger	Hamilton Wentworth Home Care Program
Hermanus Van Der Spuy	Ontario Psychological Association

(c) The following non-voting Community Representative be appointed to the Special Education Advisory Committee for a period of three years, effective 1994 12 01 to 1997 11 30:

Dr. Philomena Newberry	Chedoke-McMaster Hospitals

1994 10 12

Referred to Operations and Finance Committee at 1994 11 17 Board

DONNA CANSFIELD
President

MIKE BENSON
Executive Director

ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

439 UNIVERSITY AVENUE, 18th FLOOR, TORONTO, ONTARIO M5G 1Y8
TELEPHONE: (416) 340-2540 • FAX: (416) 340-7571

October 6, 1994

Mr. Bert Allen
Chairperson
Hamilton Board of Education
P.O. Box 558
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mr. Allen:

The Social Contract continues to be a major undertaking for the education system in Ontario. With the support of school board chairs and OPSBA directors, OPSBA has been at the negotiating table on behalf of publicly funded school boards. OPSBA's participation is the only viable alternative to independent board negotiations and has the advantage of providing representation and a collective voice at the provincial level.

On Wednesday, April 28, and June 10, 1993, and on January 20, 1994, OPSBA held meetings with its member board chairs and directors of education to confirm OPSBA's representation of public board interests on Social Contract issues. It should be noted that for the 1993 Social Contract negotiations, the Metropolitan Toronto School Board paid for half of the costs of the negotiations and the public boards shared the balance of the costs.

OPSBA believes the expenditure reductions created through the Social Contract (potentially as high as $2 billion for school boards across Ontario) are essential in helping school boards meet their fiscal challenges. We believe that it is crucial for individual public school boards to do everything possible to retain these reductions.

To ensure that these expenditure reductions are realized, OPSBA is a party to the Social Contract related provincial arbitration on behalf of member boards. There are four major issues arising from the original Social Contract Agreement:

.../2

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- ballooning of increment at the end of Social Contract
- recommencement of "free" collective bargaining (what does it mean?; what is negotiable?)
- crediting of increment for years two and three of the Social Contract
- definition of the year for the calculation of attrition and increment savings.

Participation by OPSBA in the provincial arbitration on behalf of publicly funded school boards is an increasing cost as the hearings progress. The outstanding balance to date is $175,000. At the OPSBA Annual General Meeting in June, Association members adopted the following resolution:

> **That the Social Contract expenses be financed by an equal levy on school boards of up to a maximum of $2,000 for year 1994 and that the isolate boards be levied a maximum of $200.**

It is important to keep in mind that the Ontario Secondary School Teachers' Federation takes this arbitration very seriously and has alone set aside $500,000 to fight the boards of education on these Social Contract issues.

Some questions have been raised regarding the York Region Board of Education's arbitration decision and the effect that this decision will have on provincial negotiations. As explained in the attached OPSBA Social Contract Trustee Update (September 8, 1994) this is not a legal precedent nor does it interpret any of the provisions of the Provincial Framework Agreement. The provincial arbitration continues.

Please arrange for your board to submit the appropriate amount to OPSBA as soon as possible. If you have any questions, please do not hesitate to contact your Regional Vice-President; the President, Donna Cansfield; or, the Executive Director, Mike Benson.

Sincerely,

Donna Cansfield

Donna Cansfield
President

Enclosure

cc: Regional Vice-Presidents
OPSBA Delegates
Directors of Education

cg\wp\social\provarbi.std

ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

439 UNIVERSITY AVENUE 18TH FLOOR TORONTO, ONTARIO M5G 1Y8 TEL: (416) 340-2540 FAX: (416) 340-7571

INVOICE TO:
[illegible]
Chairperson
Hamilton Board of Education
P.O. Box 558
100 Main Street West
Hamilton, Ontario
L8N 3L1

DATE:	INVOICE NO:
October 4, 1994	21c

QUANT.	DESCRIPTION	AMOUNT
	Re: Social Contract Contribution	2,000.00

Total	2,000.00
Fed. GST	140.00
Sub. Total	2,140.00
Prov. Sales Tax	
Freight	
TOTAL	2,140.00

GST Reg. - Partnership No. R107[illegible]

WHITE FORM - CUSTOMER COPY YELLOW FORM - REMITTANCE COPY PINK FORM - ACCOUNTING COPY

SOCIAL CONTRACT TRUSTEE UPDATE

ONTARIO
PUBLIC SCHOOL BOARDS
ASSOCIATION

September 8, 1994

YORK REGION FINAL OFFER SELECTION

The Final Offer Selection for the York Region Board of Education and their secondary Teachers was released last week. The Final Offer Selection was the process agreed to by the parties following a lengthy negotiation and mediation process. M. Mitchnick was the Mediator and Final Offer Selector.

The interpretation of the Provincial Framework Agreement was not an issue. Rather, the Board and the OSSTF disagreed on what the new collective agreement should provide and gave the Arbitrator (or Selector) the power to decide the issue by selecting which of the two bargaining positions he preferred.

The two key issues were PTR adjustments and payment of increment.

The Final Offer of the Teachers to the Selector included a lump sum payment of 10% of the usual increments in both the first and second years of the Social Contract, with full restoration of increments (on a non-retroactive basis) on May 1, 1996. In addition, the Federation proposed a 1.0 increase in the PTR. This included the .75 increase required for the 4.75% rollback of PTR through Social Contract. A 1.0 increase in PTR equates to 115-116 Teachers.

The Board position throughout the negotiations and Final Offer Selection was a permanent 1.0 increase in PTR. The Board also indicated that they would pay the third year increment only, however, there would be no payment or crediting of increment in the first or second years.

The Selector did not have any discretion to make his own deal; he was required under Final Offer Selection to choose either the Board's final position or the Teachers'. Unfortunately, he accepted the Teachers' position as the more reasonable of the two. His justification regarding increment restoration is that the Board would realize enough savings through non-payment of the increment and the adjustment of .25 in PTR (over and above the .75 adjustment required for the Social Contract) to "fund" the ballooning of the increment at the end of the agreement in May, 1996.

The Final Offer Selector did not find that ballooning automatically occurs at the expiry of the Social Contract. He did recognize that the parties had a right to agree to restore the increments. Since, as a Selector, he was empowered to make the deal for the parties, he restored the increments.

OPSBA is obviously disappointed with the result in this case. However, **THE FOLLOWING THREE POINTS MUST BE EMPHASIZED:**

1. **The decision is not a legal precedent**. It does not attempt to interpret any of the provisions of the Provincial Framework Agreement. It is simply Mr. Mitchnick's "judgment call" specific to York Region that the particular package finally offered by the Teachers was less extreme and therefore more reasonable than the particular package finally offered by the Board. It does not affect the Provincial Arbitration in any way. It bears repeating that throughout the Provincial Arbitration dealing with Social Contract issues, the chief negotiator for the government and its legal counsel have indicated that ballooning of increment at the end of the Social Contract was never intended. This is entirely consistent with the School Board Associations' position.

2. **The decision reflects the dangers that negotiated concessions on increment will imply for other Boards**. The actual outcome in the York Region case (i.e., ballooning of increment) has always been a possible result flowing from the Framework Agreement since Boards have always had the ability to pay increments under the Agreement (and thus forego long-term expenditure control) so long as short-term cash targets are met. While obviously the York Board finds itself in this position unwillingly, the Award merely establishes a bargaining outcome which other Boards will have to resist. To the extent other Boards voluntarily pay increments, the long-term benefits of the Provincial Agreement will be lost and the financial implications will be paid for by the local taxpayers.

3. **The decision does not reflect the appropriate interpretation regarding the cost impact of withholding of increment**. The key to Mr. Mitchnick's decision is his uncritical acceptance that the withholding of increments actually achieves savings towards Social Contract cash targets. This is not and has never been the position of either OPSBA or OSSTA, and is inconsistent with the position the Associations are taking in the Provincial Arbitration. We strongly believe that this view is fundamentally wrong. Rather, the correct view (which evidently was not considered by Mr. Mitchnick) is that the freeze on increment merely maintains salary costs so that other forms of real savings (e.g., through attrition) can be realized.

OPSBA' s position throughout the Social Contract negotiations is that there will be no ballooning of increment and we believe the Framework Agreement reached supports this position. Each School Board in the province should analyze the cost for the ballooning of the increment at the end of the Social Contract to determine the impact on their local financial costs of this provision and the negative impact it would have on the local community. The great majority of School Boards have indicated to OPSBA that they intend to maintain the position that there should be no ballooning of increment at the end of the Social Contract. Member Boards are encouraged to contact OPSBA if they have concerns or questions regarding Social Contract issues. It is important that Member Boards work closely on the Social Contract issues and coordinate their positions as much as possible. OPSBA encourages Boards to participate in both regional meetings and collective bargaining meetings to maintain and enhance communications on these issues.

For a copy of this Award please contact Carla Garbas, Research Officer.

For more information, contact Dawn Beckett-Morton, Director of Labour Relations and Research or Judy van Ryn, Social Contract Information Coordinator, (416) 340-2540.

PLEASE PROVIDE A DUPLICATE COPY
FOR THE BOARD CHAIR, OPSBA DELEGATE AND DIRECTOR OF EDUCATION

1994.12.06

To: Chairman and Members
Operations and Finance Committee
Education Centre

From: Elizabeth G. Bond, Superintendent of Program

Re: **Suspension Report 1993 - 1994**

Report: INFORMATION

BACKGROUND

At the October 1993 meeting of the Operations and Finance Committee, it was recommended that a report on Pupil Suspensions be presented annually to the Board.

The Education Act allows a principal to suspend a student for:

- persistent truancy
- persistent opposition to authority
- habitual neglect of duty
- the wilful destruction of school property
- the use of profane or improper language
- conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school

As indicated in the Operating Procedure on Suspension of Pupils (SP-20), the Board of Education for the City of Hamilton has set the period for the suspension of a pupil as a period not to exceed twenty school days. Furthermore, the Director and appropriate Superintendent of Schools are informed about all suspensions. Families are advised of the suspension and are also given the right to appeal. Resolution of the suspension usually includes a conference with the parents. At these conferences, some supportive action (see Rationale section of this report) could be agreed upon and implemented.

ISSUE

To share information with trustees regarding the suspension of students.

RECOMMENDATION

That the Suspension Report 1993-1994 be received for information and be updated annually.

RATIONALE

There is an ongoing concern in the community about discipline. Suspension is one of the many strategies identified in the Discipline Policy for the Board of Education for the City of Hamilton. In most situations, other interventions are attempted prior to the principal's decision to suspend a student. With the understanding and cooperation of the parent, these interventions could include:

- discussions at Diagnostic and Resource Team (DART) Meetings
- alterations in the student's in-school program
- as appropriate, involvement of such specialized Board personnel as Service and/or Curriculum Consultants, Guidance Counsellors, Learning Resource Teachers (LRTs), School Social Workers, or Speech Pathologists
- internal referrals to Alternative Education Programs, Cooperative Education, Special Education Programs, or the Supervised Alternative for Excused Pupils (SALEP) Program
- external referrals to Agencies or Clinics
- in-school suspensions (if in-school resources are available)

Also, several proactive programs (Social Skills Development, Anger Management, Peer Mediation, Personal Safety, Mentoring, etc.) are being introduced into our schools in partnership with many Community Agencies. Furthermore, Murray Quinn, Superintendent of Schools, is chairing a Safe Schools Committee which will incorporate much of the former into its deliberations.

However, there has to be some form of sanction for those students who do not respond to the attempts of staff to maintain order and safety in the school environment. The actions of the individual student cannot interfere with the education of the majority of students. The intensity of the corrective action depends upon the severity and chronic nature of the problem. Both the Assault Policy and the Drug Education Policy identify suspension as a consequence.

Appendix A indicates the trends in suspensions over the last six years. It should be noted that 1.3% to 2.7% of the total school population were suspended during that time frame. Ninety per cent of the suspensions are for five days or less.

Appendix B is a copy of the annual report prepared for the Ministry of Education.

APPENDICES

A - Summary of Total Suspensions (1988/89 -1993/94)
B - Suspension Statistics (1993-1994)

Prepared by - Bryan Schofield, Supervisor, Adjustment & Alternative Education

Appendix A

SUMMARY OF TOTAL SUSPENSIONS

1988/89 - 1993/94

1.0 NUMBER OF SUSPENSION LETTERS

YEAR	ELEMENTARY MALES	ELEMENTARY FEMALES	SECONDARY MALES	SECONDARY FEMALES	TOTAL
1993/94	832	137	523	139	1,631
1992/93	601	111	459	93	1,264
1991/92	429	45	441	97	1,012
1990/91	432	40	333	69	874
1989/90	377	53	215	89	734
1988/89	367	45	161	70	643

2.0 NUMBER OF SUSPENDED STUDENTS

YEAR	ELEMENTARY MALES	ELEMENTARY FEMALES	SECONDARY MALES	SECONDARY FEMALES	TOTAL	TOTAL SCHOOL POPULATION
1993/94	540	96	408	111	1,155	41,152
1992/93	403	74	344	76	897	41,057
1991/92	288	36	357	84	765	40,822
1990/91	280	31	267	56	634	40,284
1989/90	259	44	190	82	575	39,874
1988/89	267	40	148	68	523	39,435

1994.11.08
a/

Appendix B

SUSPENSION STATISTICS
1993- 1994

1.0 TOTAL NUMBER OF SUSPENSION LETTERS - 1,631

	Total	*Male*	*Female*
• Number Elementary Suspensions	969	832	137
• Number Secondary Suspensions	662	523	139

2.0 NUMBER OF SUSPENDED STUDENTS - 1,155

2.1 Elementary Student Suspensions (JK-8) - 636 students

	Male	*Female*	
• Number Suspended Once	365	72	
• Number Suspended Twice	113	12	
• Number Suspended Three Times	33	8	
• Number Suspended Four Times	14	3	
• Number Suspended Five Times	7	1	
• Number Suspended Six Times	5	0	
• Number Suspended Seven Times	3	0	
Totals	*540*	*96*	*636*

2.2 Secondary School Student Suspensions (9-OAC) - 519 students

• Number Suspended Once	331	90	
• Number Suspended Twice	51	16	
• Number Suspended Three Times	20	4	
• Number Suspended Four Times	4	0	
• Number Suspended Five Times	3	1	
• Number Suspended Six Times	0	0	
• Number Suspended Seven Times	0	0	
Totals	*408*	*111*	*519*

1994.11.08
/a

1994 12 06

TO: THE CHAIRMAN AND MEMBERS
OPERATIONS AND FINANCE COMMITTEE

FROM: P. GILLIE, SUPERINTENDENT - ADMINISTRATIVE AND OPERATIONAL SERVICES
CHAIR ACCOMMODATION COMMITTEE

RE: 1994 ACCOMMODATION REPORT - FINAL COPY
1995 CAPITAL EXPENDITURE FORECAST

REPORT: DECISION

BACKGROUND :

1. A preliminary copy of the 1994 Accommodation Report was presented to June Operations and Finance. Certain sections (in particular Plant) could not be completed due to uncertain factors regarding funding sources (Ministry, C.O.I.W.). The recommendation in the June Report was that the final copy be presented along with the Capital Expenditure Forecast.
2. At this time we have confirmation for all projects submitted for C.O.I.W.. Phase I projects were started over the summer and some are complete.
3. The Ministry of Education and Training has forwarded preliminary information regarding the Facilities Renewal Program. No details regarding funding or fund allocations are known. (Appendix C)
4. The Ministry of Education and Training is continuing to use the 1994 Capital Expenditure Forecast submission from School Boards. Instructions were received this Fall to review the 1994 C.E.F. and blend projects together for 1995 (exclusive of those under C.O.I.W. or Facilities Renewal) for submission in rank order.
5. The final copy of the 1994 Accommodation Report with recommendations is appended. (Appendix A)
6. The Capital Expenditure Forecast for 1995 is appended. (Appendix B)

ISSUE :

To approve the 1994 Accommodation Report and the 1995 Capital Expenditure Forecast.

RECOMMENDATIONS :

1. **The final copy of the 1994 Accommodation Report be received for information.**
2. **The recommendations in the Accommodation Report be approved.**
3. **The 1995 Capital Expenditure Forecast be approved for submission to the Ministry of Education and Training.**

RATIONALE :

All review of information that is available to this point in time is completed and Board approval of the C.E. F. is required by the Ministry of Education and Training..

ATTACHMENTS :

Appendix A	1994 Accommodation Report Final Copy
Appendix B	1995 Capital Expenditure Forecast
Appendix C	Facilities Renewal Program - draft criteria

APPENDIX A

1994 ACCOMMODATION REPORT

DECEMBER 1994

OPERATIONS AND FINANCE COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

ACCOMMODATION REPORT

1994

Prepared by: **The Director's Accommodation Committee 1993-94**

MEMBERSHIP

Pat Gillie	Chair, Superintendent - Administrative Services
Greg Rutledge	Vice-Chair, Controller - Finance Department
Sandy Hill	Trustee Representative
Murray Quinn	Superintendent of Schools, Lower City (Areas 1 & 3)
Nancy Nicholls	Superintendent of Schools, Mountain (Areas 2 & 4)
Rosaire Lavoie	Superintendent of Schools - Area 5
Frank Cooke	Assistant Superintendent of Program
Bob Orlando	Superintendent of Plant
Daryl Sage	Finance Department
Keith Seguin	Plant Department
Bob Leedale	Adult and Continuing Education
Sharon O'Halloran	President HWTA
Jack Niewland	President OPSTF
Doug Robb	President OSSTF
Ralph Grant	President AEFO
Brian Castle	HPA Representative
Murray Kilby	HSSPC Representative
Wanda Lane	Program Sub - Committee Chair , Principal, Robert Land Elementary School
Sheila George	Recorder, Secretary, Administrative Services

Program Sub - Committee Members

Bill Ferris	Vice - Principal Ainslie Wood Secondary School
Orv Burlanyette	Principal, Ryerson Middle School
Malcolm Curtis	Principal, G.L. Armstrong School
Harry Traini	Vice - Principal , Westmount Secondary School
Bonnie Robertson	Administrative Assistant, Glendale Secondary School
Dave Staples	Principal, Glen Brae Middle School
Ron Watson	Principal, Richard Beasley School
David Maddocks	Principal Pauline Johnson School
Bill Manson	Coordinator - Program
Phil Scordino	Coordinator - Program
Michelle LaPointe	French Language Section
Duane O'Connor	Plant Department

Report Production

Len Dixon	Manager, Computer Services
Valerie Elliott	Secretary to Manager, Computer Services
Sheila George	Secretary to Superintendent Administrative Services
Nielson, Pam	Secretary, Computer Services
Printing Department	

Approved by: **Senior Management**
Submitted by: **D. W. Goodridge, Director of Education and Secretary**

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OVERVIEW OF ACCOMMODATION

COMMITTEE WORK FOR 1993 - 1994

This past Accommodation Year, the Committee, at the direction of the Board, reviewed the priorities of the strategic plan for Accommodation and conducted an analysis of the financial implications of the long range plan. Over the course of the year four reports were taken back to the Board for information and direction.

REPORTS ON ACCOMMODATION DURING 1993 AND 1994

November	1993	Update and Preparation for 1994 Edition
December	1993	Referral from November to Review Financing and Priorities
February	1994	Update on Viability of Report
March	1994	Report on those Projects to be Included in the 1994 Budget and Projects for Submission to the Canada Ontario Infrastructure Works Program

Along with the work for these reviews, the Committee continued to examine issues related to planning for meeting the long term needs of program. As well, the Committee reviewed the status of the Dundurn Facility in order to bring forward recommendations in the 1994 Annual Report.

The announcement of the Canada Ontario Infrastructure Works Program presented an opportunity for the Committee to identify a number of renovation and preventative maintenance priorities that needed to be addressed.

STATUS OF STRATEGIC PLAN

The Strategic Plan is undergoing a period of slow down while sources of funding at the Ministry level are identified. Consequently, expenditures for projects identified to address new growth are frozen. The implementation of the long term plan will be affected by the final outcome of decisions that are made in response to information about sources of funding. In the interim, temporary solutions to accommodate growth will become necessary. The full utilization of all available space by transporting students and the addition of portables will become increasingly necessary. Temporary accommodation will be required even if approvals are given to proceed with growth projects. The goal would be to do so with a minimum of additional expense.

A resolution to future funding for accommodation is becoming significant to the progress of the strategic plan.

ENROLMENT

Enrolment forecasts overall, show a minimal increase in student population. However increases in areas of the city experiencing new growth from new housing continue to be at increase rates of about 5 percent.This is expected for at least another 5 years.

The ten year forecast in enrolment from 1993 to 2003 shows an increase across all schools of 1825 students or 4.4 %.

PROGRAM:

The need to develop a new long term plan that insures program accommodation needs will be addressed continues to be a priority. This year A Sub Committee of Accommodation started to meet to examine needs and develop a framework for such a plan. As Program Priorities and Policies are changing it is difficult for the Committee to move forward on this front. A resolution to the question of the role of the school in the community and the extent to which programs will be available is critical to the work of this Committee.

With the change in the role of the School Principal and all School Staff in connection with a greater expectation that decisions affecting schools be made at schools there is need for a mechanism to insure building changes essential to program delivery be planned out and incorporated into the long range plan for accommodation and capital expenditure forecast.

Recognizing that Principals will require more information and assistance in knowing how to plan for program accommodation needs it has been decided to set this Sub Committee back to work at developing a guide for Principals to be used in program accommodation planning. While an answer to the basic question is not yet known the Committee has been asked to use the principle of fitting program to available space as the basis for its work.

DUNDURN FACILITY:

The Committee invited representation from staff who have operations located at Dundurn or who were involved in previous reviews. The Committee also toured the entire building in order to better understand the problem. The Dundurn Facility provided temporary quarters for storage almost 15 years ago. At the time only parts of the facility were available so space was used as it became available. Consequently, use of space in the facility is not organized in the most desirable, effective or cost efficient arrangement. Considerable repair, alteration and renovation, including meeting code, would be required to improve the overall organization of operations in the building. The condition of the building itself is such that this is estimated to be very costly and is not advised.

In addition to document and record storage the following operations are located at Dundurn:

1. Equipment Repair
2. Media Services
3. Kit Services
4. Warehouse Storage of supplies and furniture and equipment
5. Plant Maintenance . Glazing and Welding Shops
6. Collection Centre for Waste Recycling
7. Plant Training Classroom and Lunchroom
8. Computer Services Training Lab

While staff are considering operations that could be eliminated or consolidated the major operations remain necessary. Many of them are best located together because they rely on distribution and delivery services. At this time the goal is to close the Dundurn Facility in 1996. To do so will require the relocation of all operations. The final outcome of this relocation will have a bearing on the use of other facilities in inventory

The problem is complex and the solution will require expertise in determining the most efficient and effective use of space. Dedicating a member of staff full time for 6 to 8 weeks or contracting the services of a facilities management expert will be the surest way of bringing completion in a short time period to this necessary project.

RESTRUCTURING:

The 1993 - 1994 Year is characterized by restructuring on many fronts - Government; Ministry of Education and Training; Federal and Provincial Funding and Financing; and Hamilton Board of Education Administrative Organization. In retrospect against this venue of changes the ongoing examination of Accommodation itself becomes understandable. It is leading to restructuring as well. Long standing principles that have predicated accommodation are being questioned. The challenge will be to continue to provide with fewer and fewer sources of revenue appropriate accommodation that meets the needs of the Board of Education.

OTHER MATTERS

For several years the Board has had representation on the City Committee for the Crystal Palace Proposal on the Art Gallery site beside the Board of Education Building. We continue to have representation at this Committee. The Proposal is for a glass enclosure on the plaza in front of the Art Gallery to house horticultural displays, such as the Mum Show.

THE ACCOMMODATION COMMITTEE

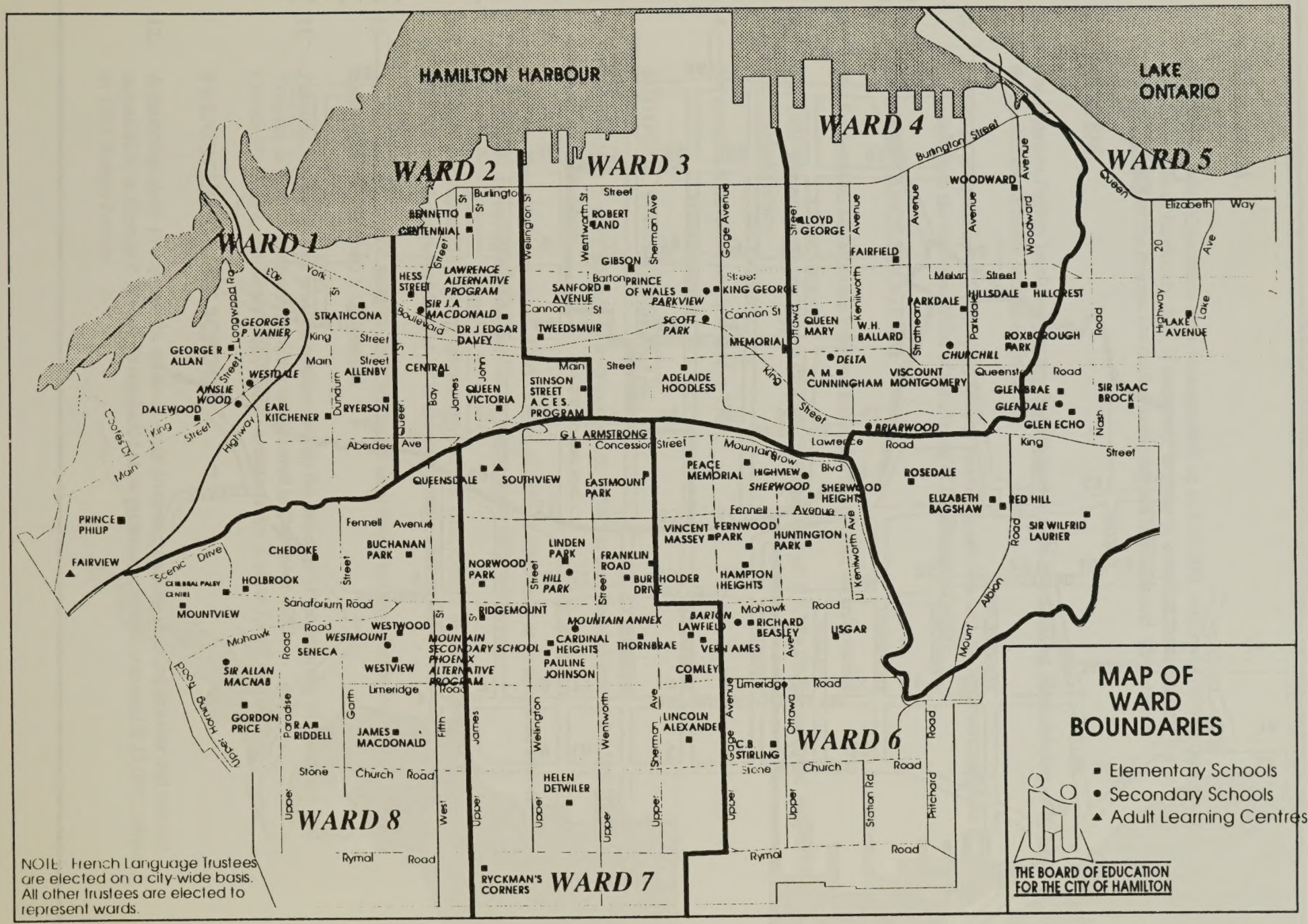
The Members of the 1993 - 1994 Accommodation Committee are listed in this section. This year a great deal has been required of these Members. The Accommodation Chair, Senior Management and the Board of Trustees can be proud and thankful for the contribution of these Members. Input, representation and deliberation on all issues has been of high calibre. A new direction is being worked out through the deep consideration of accommodation issues by these dedicated committee members.

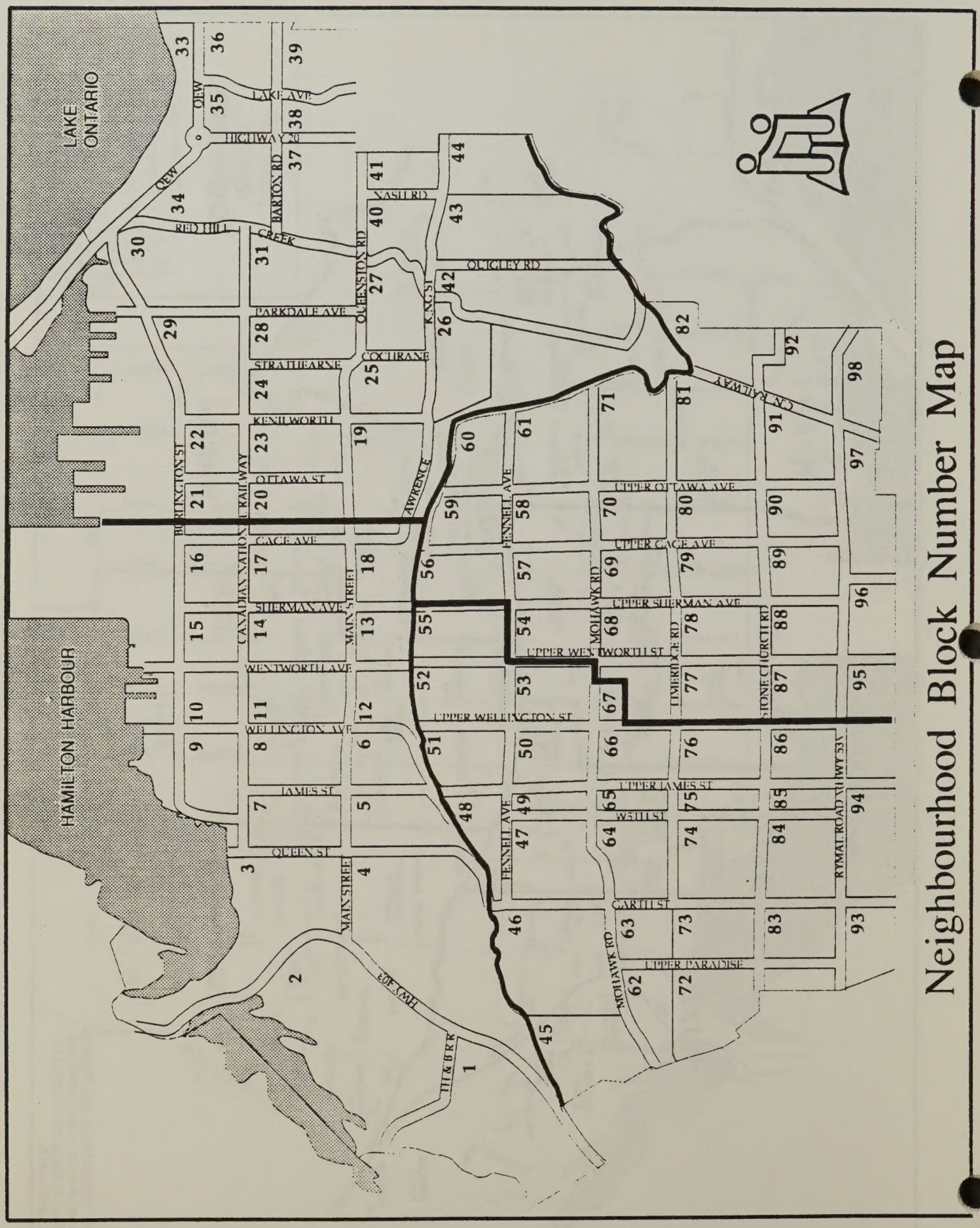
The Accommodation Chair expresses appreciation for the work of each Member over the course of our deliberations this past year.

Respectfully submitted on behalf of the Accommodation Committee

Pat Gillie
Chair, Director's Accommodation Committee

1994 12 06


HAMILTON HARBOUR
LAKE ONTARIO
WARD 1
WARD 2
WARD 3
WARD 4
WARD 5
WARD 6
WARD 7
WARD 8
MAP OF WARD BOUNDARIES
Elementary Schools
Secondary Schools
Adult Learning Centres
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
NOTE: French Language Trustees are elected on a city-wide basis. All other trustees are elected to represent wards.


LAKE ONTARIO
HAMILTON HARBOUR
HIGHWAY 20
LAKE AVE
BARTON RD
QEW
RED HILL CREEK
QUEENSTON RD
KING ST
VASEY RD
OLIGLEY RD
PARKDALE AVE
STRATHEARNE
COCHRANE
KENILWORTH
OTTAWA ST
BURLINGTON ST
CANADIAN NATIONAL RAILWAY
CACE AVE
SHERMAN AVE
MAIN STREET
WENTWORTH AVE
WELLINGTON AVE
JAMES ST
QUEEN ST
LAWRENCE
FENNELL AVE
MOHAWK RD
UPPER OTTAWA AVE
UPPER CAGE AVE
UPPER SHERMAN AVE
UPPER WENTWORTH ST
UPPER WELLINGTON ST
UPPER JAMES ST
WEST ST
GARTH ST
UPPER PARADISE
TIMBERIDGE RD
STONE CHURCH RD
RYMAL ROAD
HWY 53
CN RAILWAY
EOF MMH
TH & BRK
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98
Neighbourhood Block Number Map

RECOMMENDATIONS

PROGRAM

1. The Program Sub Committee work be supported, up to $ 20,000, subject to 1995 Budget Review, through the use of temporary staff, if necessary, in order to complete the revision of the design book and the development of the process for dealing with program upgrades and renovations.

SYSTEM

2. The Dundurn Facility be closed no later than December 1996 by relocating, consolidating or eliminating the operations currently located at the facility.

3. Monies be allocated up to $ 30,000 for facility consulting services and initial operational costs in 1995 associated with the implementation of the closing of the Dundurn Facility.

MAINTENANCE PROGRAM

4. The Preventative Maintenance Program Schedules be received for information.

5. The 1995 Preventative Maintenance Program in the amount of $ 3,784,000 be approved subject to 1995 Budget Review.

6. No portable classrooms be purchased in 1995.

SCHOOL CAPITAL PROJECTS

7. The proposed 5 room addition to Ryerson School, 1996, at an estimated cost of $ 1,000,000 be approved. (debenture)

8. Hill Park Phase III Renovations, 1995, (mechanical and electrical) at an estimated cost of $ 1,500,000 be approved to proceed to the tender stage. (debenture)

9. Central Renovations, 1995, (convert the second floor from Offices to classrooms) at an estimated cost of $ 600,000 be approved to proceed to the tender stage. (debenture)

10. An amount of $ 50,000 be approved , to engage an architect to begin design work for the Barton Renovation ($1,500,000). (debenture)

11. Planning for new growth projects continue within the direction of the Ministry of Education and Training to support multi-use facilities as approved in December 1993.
(Block 90, 89, 87, and James MacDonald - architects are in place for all schools)

FRENCH LANGUAGE SCHOOL

12. A feasibility study to improve the entrance - exit driveway, parking area and exterior and interior accessibility at George P. Vanier be conducted at an estimated cost not to exceed $ 25,000, subject to 1995 Budget Review.

STATUS SUMMARY OF 1994 RECOMMENDATIONS FOR 1995 BUDGET

LOCATION	STATUS	DATE	VALUE
AREA 1			
CENTRAL - PHASE I OF I RENOVATION	Recommended to proceed	1995	600,000
RYERSON - 5 ROOM ADDITION	Recommended to proceed	1996	1,000,000
AREA 2			
CHEDOKE - NEW GYMNASIUM	ON HOLD	1998	1,000,000
QUEENSDALE - INTERIOR RENOVATION	ON HOLD	1997	450,000
WESTWOOD - ENLARGE LIBRARY	Under Review	1994	250,000
AND PARKING LOT			
HILL PARK - PHASE II	Complete		2,000,000
HILL PARK - PHASE III	Recommended to proceed	1995	
CALEDON DESIGN WORK	Referred to Program Committee	94/95	50,000
AREA 3			
HILLSDALE - PHASE II	Complete		1,130,000
HILLSDALE - PHASE III	No recommendation		
GLENDALE - PHASE I	Approved under C.O.I.W.	1995	1,550,000
GLENDALE - PHASE II		1996	
GLENDALE - PHASE III		1997	
QUEEN MARY - REPLACEMENT	IN PROGRESS		11,500,000
AND RENOVATION			
AREA 4			
C.B. STIRLING - NEW GYMNASIUM	ON HOLD	1997	1,000,000
BARTON - PHASE I	Recommended to begin design work	1996	1,500,000
BARTON - PHASE II			
BARTON - PHASE III			
AREA 5			
G.P. VANIER - FEASIBILITY STUDY	Approve funds for study in 95 Budget	1995	25,000
PROGRAM	None for 95 Budget Committee developing Plan to assist at School Level in reviewing needs		
SHORT TERM NEEDS			20,000
SYSTEM			
Closing of Dundurn Facility	Plan being worked out	1996	30,000
PLANT PROGRAMS			
BOILER REPLACEMENT	Presented for Information. Subject to 1995 Budget Review		420,000
PAINTING			312,000
ROOFING			1,130,000
NEW PORTABLE			0
ASBESTOS			600,000
MASONRY REPAIRS & RESTORATION			235,000
ASHPHALT & CONCRETE MAJOR REPAIRS			395,000
LIGHTING ENERGY REDUCTION			500,000
WINDOW REPLACEMENT	NEW PROGRAM		192,000
NEW PROJECTS			
J.MACDONALD - NEW MIDDLE SCHOOL	ON HOLD	1995	6,000,000
NEW MIDDLE SCHOOL - BLOCK 87	ON HOLD	1994	8,000,000
NEW ELEMENTARY SCHOOL - BLOCK 90	ON HOLD	1994	6,000,000
NEW ELEMENTARY SCHOOL - BLOCK 89	ON HOLD	1994	6,000,000

AREA REPORTS

COMMENTS REGARDING HOUSING DEVELOPMENTS IN HAMILTON

As in past years, staff of the Board of Education continues to be in close contact with the Planning Department of the City of Hamilton. Information provided in Table I is based on discussion with staff of the City Planning Department in early March, 1994.

In the city of Hamilton, the major population growth area continues to be in the upper city between Limeridge Road and the south city limits. No change in this trend can be expected as a large number of development proposals continue to come to the city Planning Department each year. Table I below outlines the population growth of the past five years and gives an indication of the projected growth for the next five years. It must be noted that the rather large development planned for the Mountview Neighbourhood is not included in this data.

TABLE I

POPULATION CHANGES IN THE UPPER CITY BETWEEN MOHAWK ROAD AND THE CITY LIMITS

YEAR	AREA POPULATION
1988	65,454
1991	73,635
1992	75,892*
1993	76,658*
1996	Growth of 9466 from 1988
1999	Additional Growth of 5625 from 1993

* It should be noted that population estimates for 1992 and 1993 are based on Ontario Ministry of Revenue Enumeration Reports. As these reports are based on partial population surveys in years when no municipal elections occur, some age groups (especially of children age 1 and 2) are under-reported in non-election years.

Hamilton Board of Education school enrolments in the upper city have kept pace with the growth in overall population. Table II reviews these increases over the past five years.

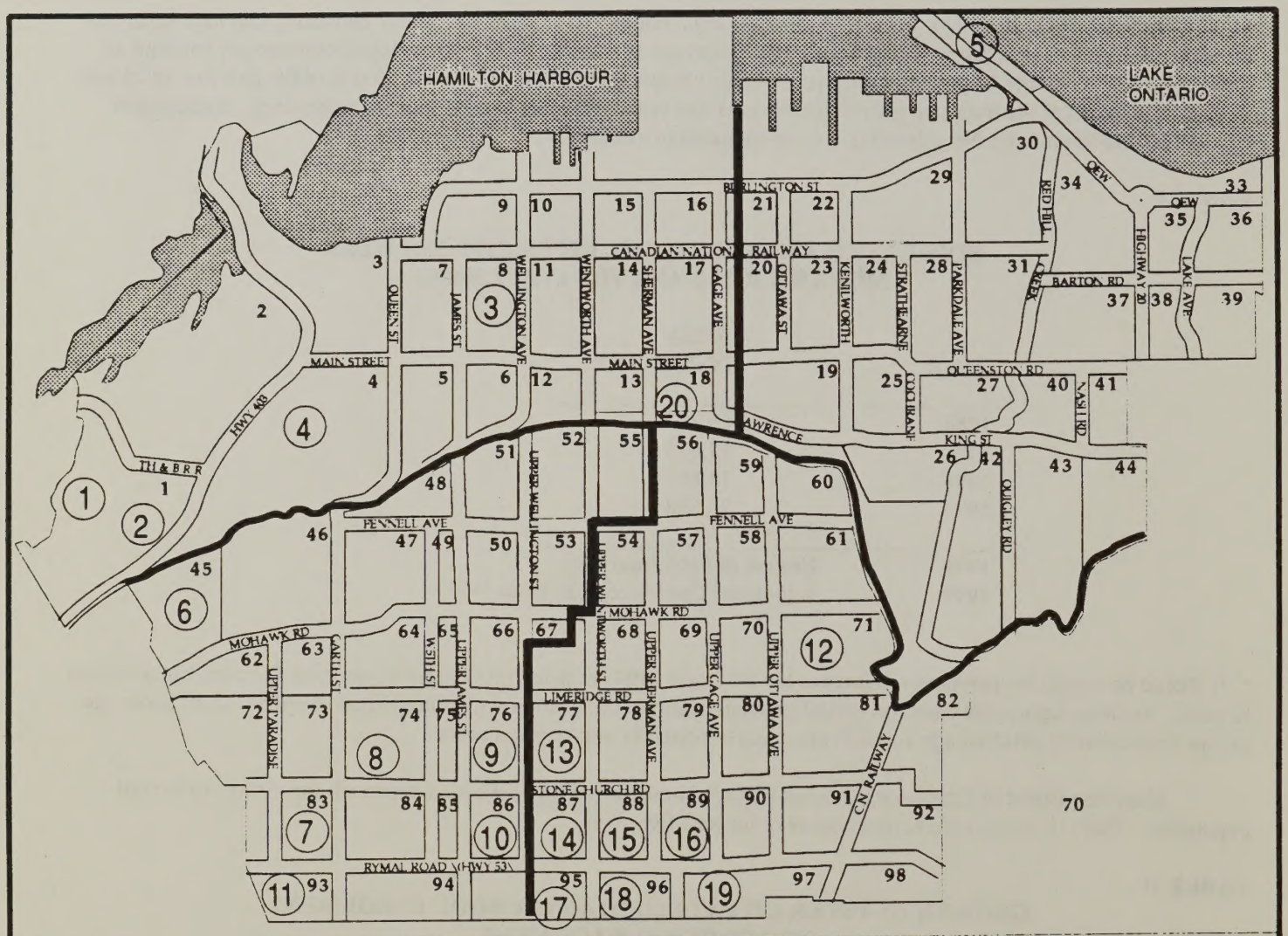
TABLE II

GROWTH OF UPPER CITY ELEMENTARY SCHOOL ENROLMENT SEPTEMBER 30, EACH YEAR

YEAR	ENROLMENT	GROWTH FROM PREVIOUS YEAR
1988	10996	
1989	11306	310
1990	11529	223
1991	11827	298
1992	12130	303
1993	12277	147

Cumulative Growth from 1988 to 1993: 1281

AREAS OF POTENTIAL GROWTH IN HAMILTON - 1992 TO 1997



Areas Of Potential Growth In Hamilton - 1992 to 1997

When new subdivisions are completed, families move from other areas of the city. As well, new subdivisions receive growth from new families starting out, and from immigration. Often, older houses which accommodated two or three families become one family dwellings. While growth in the southern tier will continue to expand at a remarkable rate, some other areas may experience decline. There is no doubt, however, that the Hamilton Board of Education will find it necessary to provide additional school accommodation for the new families moving into the area between Mohawk Road and the southern city limits and in the area bounded by James Street, Main Street, Highway 403 and the escarpment.

COMMUNITIES IN HAMILTON WITH POTENTIAL FOR REAL ESTATE DEVELOPMENT

NOTE: Remarks in this section are a repeat of text provided in the 1993 report.
New information for 1994 is printed in **bold type**.

LOWER CITY COMMUNITIES

COMMUNITY ONE

Main West at Whitney: 140 unit apartment (1993-94) Additional property is available for high rise apartments on Main Street West but development proposals have not yet been put forward. A number of new apartments have recently been built along Main Street West. The impact of these large buildings will begin to affect Prince Philip School within the next several years.

NEW: no major development is anticipated for the next several years

COMMUNITY TWO

Whitney Road at Rifle Range Road: Approximately 5 acres very close to Prince Philip School will include a town house development to be completed in 1995.

NEW: development appears to be moving forward and building may begin within the next two years

COMMUNITY THREE

Cannon-Ferguson: Carter Square... a large commercial and apartment development is proposed: there could be several hundred homes in the final plan (estimated for 1995-96).

NEW: development still on track, however it may be some time before building begins

COMMUNITY FOUR

(a) Lapp Property (near Chedoke Golf Course): This project has been revised in scope to 318 units. A Municipal Board hearing was held in June 1992 to review neighbourhood concerns. the Board determination has not yet (March 24) been received.

NEW: Municipal Board ruling for this property placed a number of qualifications on the approval ; the developer has decided not to proceed and the property is listed for sale

(b) Thistle Club: Initially, a real estate development was scheduled for this area for senior citizens. It is possible that this development could now include "rent geared to income" apartments for families. Continued review of this project is now required.

NEW: Municipal Board ruling on this property was against the development; it may be several years before a new plan is prepared

COMMUNITY FIVE

The Beach Strip: A revised plan of development was presented to the City Planning Department in 1992. The new plan could result in 250 new homes if approved (1995-98).

NEW: It is expected that these changes will begin to affect school enrolments in two years. Increased enrolments from this area can be accommodated at Hillsdale, Hillcrest and Woodward.

COMMUNITY TWENTY

Blakeley (Block 18): The "Mercury Mills" site may be developed within the next five years to include at least one building of rent-geared-to-income apartments.

NEW: an eight floor building is now under construction with occupancy anticipated in late Fall.

UPPER CITY COMMUNITIES

COMMUNITY SIX

Hamilton Health Association Property (Block 45): Approximately 40 acres of development between Holbrook and Mountview Schools. this project will require additional school accommodation for junior and middle schools. Secondary accommodation needs could be met by boundary changes.

NEW: Public Meetings are now being held to outline the plan for this property, single family homes as well as an apartment dwelling is proposed, we are currently in communication with the Planning Department to review details

COMMUNITY SEVEN

(a) Falkirk East: Development is progressing in the south and east sections of Block 83.

(b) Falkirk West: Preliminary plans have surfaced for a development of up to 400 homes in this community. An environmental review will be necessary before development can occur. It may be ten years before any new development starts here.

COMMUNITY EIGHT

Gourley Neighbourhood (Block 74) is presently being developed. Some homes being built in this neighbourhood appear to be quite expensive. James Macdonald school will be able to accommodate this development but middle school accommodation will become necessary within the next several years.

COMMUNITY NINE

Jerome Neighbourhood (Block 76) is expected to increase in population by 900 to 1000 over the next three to five years (approximately 110 elementary students).

NEW: townhouses have been completed on the east half of this block - students attend Ridgemount - plans for construction of 50 single family units have been recently received

COMMUNITY TEN

Ryckman's Neighbourhood (Dicenzo Gardens. Block 86) will experience continuous growth for the next five years. Population growth will exceed 1500 (more than 160 additional elementary students). A review of Ryckman's Corners School. Ridgemount School and other facilities is required in the next year.

NEW: services are being installed, plan is for multiple sites

COMMUNITY ELEVEN

Carpenter Neighbourhood (Block 93. Southwest at the city limits): During the summer of 1992. additional plans of subdivision were presented to the city to extend the proposed development from 200 single family homes to a subdivision of approximately 600 homes. With the redirection of Highway 6 to connect with Highway 403. this development may become a high priority.

NEW: services are in and some developments are in early stages

COMMUNITY TWELVE

Lisgar Neighbourhood (Block 71): Development is continuing here at a slow rate. Expect to see 5 to 10 houses per year for the next 5 to 8 years.

NEW: zoning is under review for multiple family dwellings, about 1 to 2 years away

COMMUNITY THIRTEEN
Crerar Neighbourhood (Block 77) is also expected to see growth of approximately 1000 over the next 5 to 7 years. Between Block 76 and 77, it might be expected that approximately 220 additional elementary school students will require accommodation within 5 to 7 years.

COMMUNITY FOURTEEN
Barnstown Neighbourhood (Block 87) has been almost completed. It is anticipated that an additional 40 to 60 homes will fill this subdivision.

COMMUNITY FIFTEEN
Butler Neighbourhood (Block 88) will experience development over three years beginning this summer. It is expected that when completed, over 300 new homes will be added here, resulting in a population growth of over 2,300 people (approximately 250 elementary students). It should be noted that the Board of Education does not have a site in this block.

COMMUNITY SIXTEEN
Eleanor Neighbourhood (Block 89): Development in this community which will add about 500 additional people is scheduled to occur over the next four years. It should be noted that a large amount of vacant land between Upper Sherman and Eleanor Avenue is not included in this development.

COMMUNITY SEVENTEEN
Allison Neighbourhood (Block 95): Development immediately east of Ryckman's Corners School will add 600 new residents to this community within the next two years. Ryckman's Corners school is a small building and the site is a small property. It may be, that in several years, the boundaries of this school will have to be redrawn.

COMMUNITY EIGHTEEN
Chappel East and West (Block 96): Upper Wentworth Street was extended south of Rymal Road in the fall of 1992. Development is expected in this area during the summer of 1993. Over the next two years a total of eight hundred residents may locate here (90 elementary students).

COMMUNITY NINETEEN
Broughton West (Block 97): Street extensions from Lillian Gardens to the west have been completed in the fall of 1992. It is expected that building will begin in the spring of 1993. When completed in 1994, approximately 1300 new residents will be living here (approximately 150 new elementary students.

ELEMENTARY ENROLMENT SUMMARY

Area Summary	Elementary School Enrolments & Forecasts										
	Enrolment				Sep-93 ENROLMENT	Enrolment Forecasts					
						Enrolment Forecasts					No. of
Area	92/93 HBE Capacity	Sept 1991	Sept 1992	Sept 1993	AS % OF 1992 CAPACITY	1994	1995	1996	1997	1998	Port
Area 1	8725	7007	7015	6989	80%	7020	7032	7016	6978	6992	14
Area 2	6469	5879	5837	5768	89%	5781	5712	5710	5735	5778	26
Area 3	8849	7309	7299	7472	84%	7493	7496	7503	7537	7541	14
Area 4	7052	6009	6351	6572	93%	6715	6826	6987	7072	7172	35
City Wide Total	**31095**	**26204**	**26502**	**26801**	**86%**	**27009**	**27066**	**27216**	**27322**	**27483**	**89**

COMMENTS

1. **The 1993 Actual Enrolment of 26801 is very close to the figure projected (26785) the previous Fall.**
2. **The 1998 Forecast as of November 1993 is lower than forecasts from the Fall of 1992.**
3. **These Forecasts when compared witn the previous year indicate a slowing in the rate of growth in enrolment from new housing.**
4. **The overall projected increase from September 1993 to September 1998 is 682 students (2.5 %)**
5. **The overall projected increase from September 1993 to September 1998 on the south east mountain is 600 students (9.1%)**
6. **Forecasts are based on approved development plans known at the time of review, which is following the completion of the September 30 1993 Enrolment Figures. These Enrolments then do not include forecasts from the following developments:**
   Lapp and Mercury Mills
   Carpenter Neighbourhood and HPH Property
   Beach Strip Redevelopment
   Broughton West, Eleanor, Ryckman's and Butler
7. **The Community Summaries of Developments in this section indicates changes in development plans. These changes will be incorporated into the next annual forecast review.**

SECONDARY ENROLMENT SUMMARY

City Wide Summary	Secondary School Enrolments & Forecasts										
	Enrolment				Sep-93 ENROLMENT AS % OF 1992 CAPACITY	Enrolment Forecasts					No. of Port
						Enrolment Forecasts					
Composite Schools	92/93 HBE Capacity	Sept 1991	Sept 1992	Sept 1993		1994	1995	1996	1997	1998	
Barton	1203	1305	1341	1321	110%	1325	1334	1342	1383	1400	2
Delta	1479	1066	1148	1123	76%	1113	1096	1079	1079	1065	
Glendale	1260	1234	1136	1100	87%	1086	1114	1141	1170	1174	3
Hill Park	1272	1189	1226	1191	94%	1253	1290	1342	1380	1371	2
Scott Park	1238	1105	1032	1047	85%	1034	1052	1063	1079	1079	
Sherwood	1387	1196	1095	1063	77%	1062	1130	1188	1213	1219	
Sir Allan MacNab	1502	1313	1334	1209	80%	1123	1084	1063	1011	1016	
Sir John A MacDonald	1489	1408	1450	1416	95%	1460	1489	1499	1512	1592	
Sir Winston Churchill	1198	950	969	907	76%	984	1030	1128	1249	1305	
Westdale	1621	1415	1434	1389	86%	1376	1397	1437	1440	1418	
Westmount	1318	770	751	833	63%	830	900	924	955	983	
Total	14967	12951	12916	12599	84%	12646	12916	13206	13471	13622	7
Lawrence		14	25								
Phoenix		35	52								
Total Eng. Lang.	14967	13000	12993	12599	84%	12646	12916	13206	13471	13622	
G.P. Vanier	760	406	401	480	63%	489	518	516	514	514	
City Total	15727	13406	13394	13079		13135	13434	13722	13985	14136	
W.C.B.E. at Sherwood		277	272	240		225	215	210	210	210	
Vocational Schools											
Ainslie Wood	464	310	266	232	50%	234	233	234	241		
Caledon	281	195	189	165	59%	166	165	166	171		
Crestwood	330	246	251	219	66%	221	220	221	228		
Parkview	410	362	334	292	71%	294	292	294	303		
Totals	1485	1113	1040	908	61%	915	910	915	943		

Program for the Trainable not included in above enrolments and forecasts										
Hill Park		18	23	21		18	18	17	18	17
Sherwood		5	13	15		15	14	14	15	14
Sir Winston Churchill		32	31	32		30	30	28	30	28
Westdale		10	17	16		13	12	11	12	12
Totals		65	84	84		76	74	70	75	71

COMMENTS

1. **1993 Actual Composite Enrolment is lower by 254 students than forecast in the Fall of 1992.**
2. **Overall Projected Increases in enrolment from September 1993 to September 1998 are:**
   - **Composite - up by 1023 students or 8 %**
   - **Vanier - up by 34 students or 7 %**
   - **Vocational - up by 34 students or 3.7 %**
3. **Projections do not include Transition Years Implications or Vocational School Changes**
4. **While Secondary Enrolment will be impacted by increases in Elementary Enrolment there are too many unknown variables to draw conclusions.**

SUMMARY OF ENROLMENTS AND ENROLMENT FORECASTS: BOARD OF EDUCATION FOR THE CITY OF HAMILTON
ENROLMENTS, CHANGES IN ENROLMENTS, PERCENT CHANGES IN ENROLMENTS AS OF SEPTEMBER 30, EACH YEAR

	ELEMENTARY SCHOOLS			SECONDARY SCHOOLS			VOCATIONAL SCHOOLS			SCHOOLS FOR THE TRAINABLE			ALL SCHOOLS		
YEAR	ENRLMNT	CHANGE	PERCENT CHANGE	ENRLMNT	CHANGE	PERCENT CHANGE	ENRLMNT	CHANGE	PERCENT CHANGE	ENRLMNT	CHANGE	PERCENT CHANGE	ENRLMNT	CHANGE	PERCENT CHANGE
1978	26754			15553			2195			439			44941		
1979	25533	-1221	-4.6%	15028	-525	-3.4%	2167	-28	-1.3%	439	0	0.0%	43167	-1774	-3.9%
1980	25859	326	1.3%	14427	-601	-4.0%	2118	-49	-2.3%	416	-23	-5.2%	42820	-347	-0.8%
1981	25417	-442	-1.7%	13911	-516	-3.6%	2041	-77	-3.6%	411	-5	-1.2%	41780	-1040	-2.4%
1982	25504	87	0.3%	13710	-201	-1.4%	2104	63	3.1%	385	-26	-6.3%	41703	-77	-0.2%
1983	25189	-315	-1.2%	13579	-131	-1.0%	2094	-10	-0.5%	342	-43	-11.2%	41204	-499	-1.2%
1984	24777	-412	-1.6%	13665	86	0.6%	2030	-64	-3.1%	305	-37	-10.8%	40777	-427	-1.0%
1985	24543	-234	-0.9%	12806	-859	-6.3%	1942	-88	-4.3%	286	-19	-6.2%	39577	-1200	-2.9%
1986	24682	139	0.6%	12328	-478	-3.7%	1794	-148	-7.6%	262	-24	-8.4%	39066	-511	-1.3%
1987	24741	59	0.2%	12562	234	1.9%	1698	-96	-5.4%	243	-19	-7.3%	39244	178	0.5%
1988	25007	266	1.1%	12620	58	0.5%	1598	-100	-5.9%	210	-33	-13.6%	39435	191	0.5%
1989	25474	467	1.9%	12754	134	1.1%	1453	-145	-9.1%	193	-17	-8.1%	39874	439	1.1%
1990	25811	337	1.3%	13106	352	2.7%	1189	-264	-18.2%	178	-15	-7.8%	40284	410	1.0%
1991	26121	310	1.2%	13429	323	2.4%	1118	-71	-6.0%	154	-24	-13.5%	40822	538	1.3%
1992	26387	266	1.0%	13466	37	0.3%	1037	-81	-7.2%	167	13	8.4%	41057	235	0.6%
1993	26721	334	1.3%	13079	-387	-3.0%	909	-128	-12.3%	166	-1	-0.6%	40875	-182	-0.4%
1994	26905	184	0.7%	13136	57	0.4%	915	6	0.7%	160	-6	-3.6%	41116	241	0.6%
1995	27009	104	0.4%	13433	297	2.2%	910	-5	-0.5%	154	-6	-3.8%	41506	390	0.9%
1996	27037	28	0.1%	13733	300	2.2%	916	6	0.7%	155	1	0.6%	41841	335	0.8%
1997	26998	-39	-0.1%	13982	249	1.8%	943	27	2.9%	156	1	0.6%	42079	238	0.6%
1998	27091	93	0.3%	14138	156	1.1%	949	6	0.6%	148	-8	-5.1%	42326	247	0.6%
1999	27149	58	0.2%	14227	89	0.6%	946	-3	-0.3%	155	7	4.7%	42477	151	0.4%
2000	27190	41	0.2%	14262	35	0.2%	943	-3	-0.3%	155	0	0.0%	42550	73	0.2%
2001	27315	125	0.5%	14116	-146	-1.0%	941	-2	-0.2%	155	0	0.0%	42527	-23	-0.1%
2002	27398	83	0.3%	14113	-3	0.0%	948	7	0.7%	155	0	0.0%	42614	87	0.2%
2003	27477	79	0.3%	14110	-3	0.0%	958	10	1.1%	155	0	0.0%	42700	86	0.2%

NOTES
(1) This forecast assumes that 85% of kindergarten students will have attended jr. kindergarten.
(2) Increase in 1980 and 1982 Elementary caused by expansion of jr kgn.
(3) Increase in 1987 secondary caused by admission of adult students.
(4) Enrolments and forecasts include W.C.B.E. students @ Sherwood S.S.: 1988 = 207, 1989 = 262, 1990 = 277, 1991 = 272, 1992 = 259, 1993 = 240.
(5) Historic enrolment data on this table was reviewed and corrected on January 25, 1991.
(6) It is assumed that vocational secondary programs will continue in 4 locations.

Research Services Department
Hamilton Board of Education
October 18, 1993

STATUS OF ACCOMMODATION IN THE LOWER CITY

ENROLMENT

Across the lower city enrolment is stable and overall schools are able to accommodate enrolment. A number of proposed housing developments that are being monitored for their impact on enrolment are in a slow or stop stage at this time. Some impact is expected on Adelaide Hoodless School from the Mercury Mills Development. As well Sanford Avenue has been monitoring enrolments in French Immersion. The impact of the new Separate Secondary School will be examined in more detail in 1995 Forecasts.

GROWTH IN ADELAIDE HOODLESS AREA

The rent-geared-to-income project on Cumberland Ave is well on its way with the eight floor building roughed in and roofed (as of March 15, 1994). It is anticipated that Adelaide Hoodless will receive its first students from this building by Christmas, 1994. In all, between 75 and 100 students could be living at this address. There is space on the site for a second building of this type but no plans are in place at the present time to proceed with the second phase.

In 1992, Adelaide Hoodless School experienced an unusual and unexplained spurt in enrolment (See Table III below for September 30 enrolments for the past 6 years.)

TABLE III
ADELAIDE HOODLESS ENROLMENT

1988	486
1989	470
1990	477
1991	484
1992	550
1993	486

In September, 1993, Adelaide Hoodless enrolment fell back to the 1988 to 1991 level, but concern must be expressed about the unexpected jump of nearly 75 students which could occur, without warning, again. The impact of the new Cumberland Ave. project on Adelaide Hoodless School is under review.

Alternatives Which May Be Considered:
(a) Change boundaries between Adelaide Hoodless and Prince of Wales. (This may require maintaining Gibson and King George Schools as Junior Kgn to Grade 6 facilities);
(b) Reorganize Adelaide Hoodless as a Junior Kgn to Grade 5 (6?) school and reorganize Prince of Wales as a middle school with a very small junior school;
(c) Reintroduce the plan to place an addition on Adelaide Hoodless School.

SANFORD AVENUE ENROLMENT STUDY

Enrolment in the French Immersion Program is being monitored. In order to support the numbers in this program, non - resident fee paying families wishing to access Lower City French Immersion Programs are being directed to Sanford Avenue. Equity of access to Inner City students is being kept in mind as this enrolment is studied.

RYERSON MIDDLE SCHOOL

The addition to Ryerson Middle School is on hold at this time until the 1994 release of Capital Expenditure Funding from the Ministry of Education and Training. The need was identified in 1992 and brought forward for approval in the 1993 Annual Report of Accommodation. It was supported for inclusion in the Strategic Plan. An additional portable was approved in the 1994 Budget.

AREA ONE — Elementary School Enrolments & Forecasts

AREA ONE		ACTUALS ON SEPTEMBER 30			Sep-93 ENROLMENT AS % OF 1992	PROJECTED FIGURES					
	92/93 HBE	Enrolment				Enrolment Forecasts					No. of
SCHOOL	CAPACITY	Sep-91	Sep-92	Sep-93	CAPACITY	1994	1995	1996	1997	1998	Portables
A.C.E.S.	40	36	29	31	78%	32	32	32	32	32	
A. HOODLESS	613	484	550	486	79%	490	485	477	475	490	
ALLENBY	215	79	113	109	51%	117	130	138	143	150	
BENNETTO	309	293	272	262	85%	263	265	266	267	265	3
CENTENNIAL	639	505	518	489	77%	468	450	439	420	415	
CENTRAL	111	131	144	143	129%	144	142	146	145	150	1
DALEWOOD	380	336	353	338	89%	359	368	383	381	385	2
DR. J.E.DAVEY	384	303	272	270	70%	265	251	243	237	230	
EARL KITCHENER	505	482	463	499	99%	503	512	520	528	540	
GEORGE R. ALLAN	537	522	528	535	100%	542	528	515	501	510	5
GIBSON	387	276	277	253	65%	232	227	231	226	220	
HESS STREET	464	434	430	410	88%	426	425	428	419	410	
KING GEORGE	345	246	242	224	65%	225	227	215	217	210	
PRINCE OF WALES	740	564	543	577	78%	561	570	568	563	560	
PRINCE PHILIP *	320	296	286	282	88%	285	297	306	316	305	1
QUEEN VICTORIA	292	217	229	223	76%	227	232	245	252	245	
ROBERT LAND	399	275	264	257	64%	245	232	226	226	230	
RYERSON	388	387	387	409	105%	409	407	396	380	390	2
SANFORD AVENUE	758	327	336	376	50%	390	391	392	396	400	
STINSON STREET	297	271	266	302	102%	313	319	322	321	320	
STRATHCONA	243	246	236	230	95%	225	213	209	212	215	
TWEEDSMUIR	359	297	277	284	79%	299	329	319	321	320	
TOTALS	8725	7007	7015	6989	80%	7020	7032	7016	6978	6992	14

NOTES

(1) *Enrolments and forecasts include program for the trainable.

(2) Lapp and Mercury Mills developments are exluded.

AREA ONE — Secondary School Enrolments & Forecasts

AREA ONE		ACTUALS ON SEPTEMBER 30			Sep-93 ENROLMENT AS % OF 1992	PROJECTED FIGURES					
	92/93 HBE	Enrolment				Enrolment Forecasts					No. of
School	Capacity	Sep-91	Sep-92	Sep-93	CAPACITY	1994	1995	1996	1997	1998	Portables
SCOTT PARK	1238	1105	1032	1047	85%	1034	1052	1063	1079	1079	
SIR J. A. MACDONALD	1489	1408	1450	1416	95%	1460	1489	1499	1512	1592	
WESTDALE*	1621	1415	1434	1389	86%	1376	1397	1437	1440	1418	
LAWRENCE		14	25								
AINSLIE WOOD	464	310	266	232	50%	234	233	234	241		
PARKVIEW	410	362	334	292	71%	294	292	294	303		
TOTALS	5222	4614	4541	4376	84%	4398	4463	4527	4575		0

NOTES

(1) Lawrence was integrated into Sir John A. MacDonald in September 1993.

(2) *Enrolments and forecasts exclude TR program.

AREA THREE — Elementary School Enrolments & Forecasts

AREA THREE		ACTUALS ON SEPTEMBER 30			Sep-93 ENROLMENT AS % OF 1992 CAPACITY	PROJECTED FIGURES					
	92/93 HBE	Enrolment				Enrolment Forecasts					No. of
SCHOOL	CAPACITY	Sep-91	Sep-92	Sep-93		1994	1995	1996	1997	1998	Portables
A.M. CUNNINGHAM	380	331	348	353	93%	361	353	338	333	335	2
ELIZABETH BAGSHAW	534	338	337	363	68%	367	345	329	336	340	
FAIRFIELD	252	255	254	257	102%	259	260	256	253	260	
GLEN BRAE	388	268	294	295	76%	289	294	284	296	290	
GLEN ECHO	327	251	259	251	77%	254	249	252	245	250	1
HILLCREST	518	293	285	319	62%	299	323	360	365	360	
HILLSDALE	354	232	215	243	69%	233	235	224	225	230	
LAKE AVENUE	601	534	540	585	97%	607	595	606	609	610	4
LLOYD GEORGE	417	230	222	223	53%	225	227	226	228	225	
MEMORIAL	632	655	645	648	103%	657	660	660	663	650	
PARKDALE	303	225	237	229	76%	229	237	247	243	245	
QUEEN MARY	717	548	556	560	78%	567	569	577	588	590	
RED HILL	302	269	241	231	76%	231	229	235	238	240	1
ROSEDALE	265	237	233	230	87%	232	248	251	252	245	
ROXBOROUGH PK	400	359	355	364	91%	386	394	377	388	380	1
SIR ISAAC BROCK	250	276	270	283	113%	281	276	282	277	285	1
SIR WILFRED LAURIER	665	662	622	627	94%	606	614	605	591	610	
VISCOUNT MONT*	473	351	360	381	81%	373	356	376	376	376	
W.H. BALLARD	875	719	711	755	86%	752	747	747	756	740	
WOODWARD	196	276	282	275	140%	285	285	271	275	280	4
TOTALS	8849	7309	7266	7472	84%	7493	7496	7503	7537	7541	14

NOTES

(1) *Enrolments and forecasts include program for the trainable.

(2) Elizabeth Bagshaw capacity excludes the Area 3 offices.

(3) Redevelopment of Beach Strip is excluded.

AREA THREE — Secondary School Enrolments & Forecasts

AREA THREE		ACTUALS ON SEPTEMBER 30			Sep-93 ENROLMENT AS % OF 1992 CAPACITY	PROJECTED FIGURES					
	92/93 HBE	Enrolment				Enrolment Forecasts					No. of
School	Capacity	Sep-91	Sep-92	Sep-93		1994	1995	1996	1997	1998	Portables
DELTA	1479	1066	1148	1123	76%	1113	1096	1079	1079	1065	
GLENDALE	1260	1234	1136	1100	87%	1086	1114	1141	1170	1174	3
S.W. CHURCHILL*	1198	950	969	907	76%	984	1030	1128	1249	1305	
TOTALS	3937	3250	3253	3130	80%	3183	3240	3348	3498	3544	3

NOTE

*Enrolments and forecasts exclude TR program.

STATUS OF ACCOMMODATION ON THE MOUNTAIN

ENROLMENT

Schools on the south mountain continue to experience growth in enrolment. Two trends are taking place - in fill in newly developed neighbourhoods between Limeridge Road and Stone Church Road and the beginning of new developments south of Rymal Road.

While Table II at the beginning of this section (page) outlines the upper city enrolment growth over the past five years, growth has been present in the upper city for much longer. This growth has been accommodated through a number of actions:

(a) Building new facilities (Helen Detwiler, Gordon Price, Lincoln Alexander);
(b) Re-opening previously closed schools (Burkholder, Highview, Norwood, Ryckman's, Sherwood);
(c) Placing major additions on existing schools (R.A.Riddell, G.L.Armstrong, C.B.Stirling);
(d) By adding large numbers of portables to existing schools (Thornbrae, Buchanan Park, C.B.Stirling);
(e) By placing small numbers of portables at a large number of upper city schools.

Over the past five years, approximately 10.75% of the total population in growth areas of the upper city has been children attending public elementary schools. If this trend continues, it might be expected that over 1600 of the expected growth of 15,071 people forecasted by the city Planning Department (Table I page) will be children attending HBE elementary schools by 1999. It must be noted that the growth forecast of 1600 additional elementary students living between Mohawk Road and the south city limits includes only those subdivisions which are registered (or about to be registered). In addition, considerable property exists in this area which will be developed in subsequent years.

Current plans for accommodating these additional children focus on new schools in Blocks 74 and 87 (middle schools) and in Blocks 89 and 90 (junior schools). When these facilities are built, considerable revision to existing upper city elementary school boundaries must be expected and transportation costs will be significantly reduced. With fiscal restraint a characteristic of the mid to late 1990s, alternative plans are being developed to accommodate the expected growth. These alternatives together with the initial plans of building an additional four schools are outlined.

ALTERNATIVE PLANS TO ACCOMMODATE EXPECTED GROWTH IN UPPER CITY ELEMENTARY SCHOOL ENROLMENTS

CURRENT PROPOSAL IN STRATEGIC PLAN - BUILDING FOUR NEW ELEMENTARY SCHOOLS

ADVANTAGES

Transportation costs will be substantially reduced. In March, 1994, 48 bus routes served the area between Mohawk Road and the southern city limit. Each bus costs $30,000 per year. New facilities could eliminate a substantial amount of the current transportation of students attending regular programs.

DISADVANTAGES

Considerable doubt exists as to the ability of the Ontario government to participate in the capital funding of these facilities and the financial burden to local ratepayers would be prohibitive without provincial support. These proposals are on hold at this time until Capital Expenditure Funding for 1994 is announced by the Ministry of Education and Training.

PROPOSED PLANS TO ACCOMMODATE NEW FAMILIES MOVING INTO THE AREA SOUTH OF MOHAWK ROAD WITHOUT NEW SCHOOL BUILDINGS

All three initiatives listed will be required to accommodate junior school enrolment growth south of Limeridge, east of Upper James Street. These plans must be considered as a "patchwork" organization. Continued revision to school boundaries will be required as new subdivisions overextend temporary accommodation. As parents are very resistant to school changes for their children, duplicate transportation arrangements will be required during periods of change.

(i) BUSSING TO VINCENT MASSEY JUNIOR SCHOOL

Vincent Massey is a small school with 10 classrooms, a library and a playroom. Depending on the number of special education classes, this school could have a capacity of approximately 250 students.

(ii) BUSSING TO COMLEY JUNIOR SCHOOL

Comley is a very small school of seven rooms (no playroom, no library). Comley could have a capacity of about 140 students. It would be best twinned with another Junior School in order to provide for gymnasium time. Vern Ames would be viable.

(iii) ADDITIONAL PORTABLES ATTACHED TO HELEN DETWILER, JAMES MACDONALD, LINCOLN ALEXANDER AND HIGHVIEW

Attaching large numbers of portables onto existing facilities places additional burdens on washrooms, gymnasia, libraries, special education programs, parking lots and other school facilities. As well, these schools do not have facilities for middle school programs so a bussing network would have to be established to provide that program.

THE POSSIBILITY/ADVISABILITY OF USING CRESTWOOD SECONDARY SCHOOL FOR MIDDLE SCHOOL ENROLMENT

Crestwood School is in the wrong location to serve the expanding elementary enrolment growth south of Limeridge Road. If this school is to be brought into inventory for middle school programming, long-term bussing will be required. Experience with the conversion of Albion Secondary School into Elizabeth Bagshaw Middle School indicates that this kind of change could become enormously expensive. It may be that the building of a new school, in the right place, with the right facilities, would cost the same amount of money in the short run and be far less expensive in terms of transportation in the longer run. It also must be kept in mind that, with continued housing development in the south upper city, enrolment growth will over-extend capacity at Barton and Hill Park. Crestwood could serve to relieve secondary school crowding in the next 2 to 5 years.

SUMMARY REMARK FOR SECTION 2

The decision to provide a middle school west of Upper James Street may be postponed for a year or two. However, developers' plans for the Mountview Neighbourhood (Block 45), Blocks 84 and 93 must be closely monitored to prevent existing west upper city facilities from being swamped in the late 1990s.

Provision of additional facilities for both junior and middle elementary grades south of Limeridge Road and east of Upper James Street is becoming critical. Decisions regarding this question can no longer be postponed.

RIDGEMOUNT JUNIOR ELEMENTARY SCHOOL NORTHERN BOUNDARY

With continued development in Block 76 (Dicenzo Gardens), Ridgemount School is experiencing substantial growth. Prior to September, 1994, the school admitted a small number of students living west of Upper James Street. Beginning in September, 1994, this practice will no longer continue. When Norwood Park School was closed in June, 1984, parents in Block 50 were given the opportunity of sending their children to any school of their choice. Since that time, approximately 25 to 30 children have attended Ridgemount School from Block 50 each year. If the northern boundary for Ridgemount School were to be drawn at Limeridge Road, families in the southern area of Block 50 would be required to choose from Buchanan Park, Linden Park and Queensdale. Review of long range enrolment forecasts for these three schools indicate that some space exists in each of them and that new families living in Block 50 could be easily accommodated among the three schools. Careful review of distances between homes and schools in this area indicate that no child would live more than one mile from at least one of these schools.

It is recommended that new families living in Block 50 (bounded by Fennel Ave., Upper Wellington St., Mohawk Road, and Upper James St.) be required to enrol their children in one of Queensdale, Buchanan Park or Linden Park. beginning in September, 1994.

An additional portable for placement at Ridgemount was approved in the 1994 Budget.

AREA TWO — Elementary School Enrolments & Forecasts

AREA TWO		ACTUALS ON SEPTEMBER 30			Sep-93 ENROLMENT	PROJECTED FIGURES					
	92/93 HBE	Enrolment			AS % OF 1992	Enrolment Forecasts					No. of
SCHOOL	CAPACITY	Sep-91	Sep-92	Sep-93	CAPACITY	1994	1995	1996	1997	1998	Portables
BUCHANAN PARK	255	253	243	234	92%	230	231	226	224	230	2
CHEDOKE*	575	470	488	469	82%	489	470	473	463	468	
EASTMOUNT PARK	323	270	271	263	81%	275	272	276	282	280	
G.L. ARMSTRONG	604	577	586	623	103%	635	641	651	673	660	1
G.E. PRICE	481	380	393	391	81%	391	389	381	389	390	
HOLBROOK	315	278	253	253	80%	240	237	225	221	225	
JAMES MACDONALD	367	236	228	248	68%	240	254	252	252	260	
LINDEN PARK*	294	236	227	210	71%	220	226	223	232	235	
MOUNTVIEW	276	295	282	279	101%	289	285	292	298	300	2
NORWOOD PARK	535	474	488	464	87%	437	425	420	412	415	5
QUEENSDALE	278	267	268	266	96%	268	267	262	258	260	
R.A. RIDDELL	669	713	687	647	97%	647	621	628	620	610	9
RIDGEMOUNT	271	249	278	297	110%	313	320	331	341	355	
RYCKMAN'S CORNERS	117	116	120	110	94%	120	128	138	145	150	2
SENECA*	366	301	274	266	73%	249	234	229	220	220	
WESTVIEW	371	351	353	342	92%	337	322	329	325	330	3
WESTWOOD	372	413	398	406	109%	401	390	374	380	390	2
TOTALS	6469	5879	5837	5768	89%	5781	5712	5710	5735	5778	26

NOTES

(1) *Enrolments and forecasts include program for the trainable.

(2) Carpenter Neighbourhood and HPH Property developments are excluded.

AREA TWO — Secondary School Enrolments & Forecasts

AREA TWO		ACTUALS ON SEPTEMBER 30			Sep-93 ENROLMENT	PROJECTED FIGURES					
	92/93 HBE	Enrolment			AS % OF 1992	Enrolment Forecasts					No. of
School	Capacity	Sep-91	Sep-92	Sep-93	CAPACITY	1994	1995	1996	1997	1998	Portables
HILL PARK*	1272	1189	1226	1191	94%	1253	1290	1342	1380	1371	2
CALEDON	281	195	189	165	59%	166	165	166	171		
CRESTWOOD	330	246	251	219	66%	221	220	221	228		
PHOENIX		35	52								
SIR ALLAN MACNAB	1502	1313	1334	1209	80%	1123	1084	1063	1011	1016	
WESTMOUNT	1318	770	751	833	63%	830	900	924	955	983	
TOTALS	4703	3748	3803	3617	77%	3593	3659	3716	3745		2

NOTES

(1) *Enrolments and forecasts exclude TR program.

(2) Phoenix was integrated into Westmount in September 1993.

AREA FOUR — Elementary School Enrolments & Forecasts

AREA FOUR		ACTUALS ON SEPTEMBER 30			Sep-93 ENROLMENT AS % OF 1992 CAPACITY	PROJECTED FIGURES					
	92/93 HBE	Enrolment				Enrolment Forecasts					No. of
SCHOOL	CAPACITY	Sep-91	Sep-92	Sep-93		1994	1995	1996	1997	1998	Portables
BURKHOLDER DRIVE	306	308	344	352	115%	368	370	367	353	365	3
CARDINAL HEIGHTS	388	371	392	415	107%	434	464	516	575	600	3
C.B. STIRLING	554	595	555	576	104%	574	578	571	557	560	10
FERNWOOD PARK	276	224	214	214	78%	219	222	233	222	225	
FRANKLIN ROAD	513	334	414	376	73%	373	375	385	398	420	
HAMPTON HEIGHTS	490	419	348	333	68%	335	337	333	333	335	
HELEN DETWILER	522	347	437	507	97%	550	581	587	592	610	
HIGHVIEW	490		203	288	59%	314	338	375	390	420	
HUNTINGTON PARK*	425	354	358	367	86%	361	346	339	339	342	
LAWFIELD	396	428	398	376	95%	362	371	391	390	395	3
LINCOLN ALEXANDER	333	361	391	401	120%	402	385	368	367	360	1
LISGAR*	399	344	311	325	81%	336	338	346	357	355	
PAULINE JOHNSON	349	400	385	389	111%	394	405	420	424	430	5
PEACE MEMORIAL	415	316	297	291	70%	303	306	328	334	325	
RICHARD BEASLEY	323	340	312	303	94%	304	297	288	282	275	2
SHERWOOD HTS.	313	93	229	308	98%	329	360	395	430	435	
THORNBRAE	271	478	462	443	163%	435	434	426	410	400	7
VERN AMES	289	297	301	308	107%	322	319	319	319	320	1
TOTALS	7052	6009	6351	6572	93%	6715	6826	6987	7072	7172	35

NOTES

(1) *Enrolments and forecasts include program for the trainable.

(2) Major developments in Broughton West, Eleanor, Ryckman's and Butler are excluded.

AREA FOUR — Secondary School Enrolments & Forecasts

AREA FOUR		ACTUALS ON SEPTEMBER 30			Sep-93 ENROLMENT AS % OF 1992 CAPACITY	PROJECTED FIGURES					
	92/93 HBE	Enrolment				Enrolment Forecasts					No. of
School	Capacity	Sep-91	Sep-92	Sep-93		1994	1995	1996	1997	1998	Portables
BARTON	1203	1305	1341	1321	110%	1325	1334	1342	1383	1400	2
SHERWOOD	1387	1196	1095	1063	77%	1062	1130	1188	1213	1219	
TOTALS	2590	2501	2436	2384	92%	2387	2464	2530	2596	2619	2

NOTE

(1) *Enrolments and forecasts exclude TR program.

PROPOSED PLAN FOR ACCOMMODATING STUDENTS IN THE PROPOSED NEW SCHOOLS

BLOCK 90 JUNIOR SCHOOL

Block 90 Junior School (**Templemead**) would accommodate all junior school students living in Block 90 (approximately 50 students per grade in 1993-94, and expected to grow by 10% over the next several years). These students are currently bussed to Sherwood, Huntington and a few to Vern Ames.

Students living south of Rymal Road east of Upper Wentworth Street (Blocks 96, 97, 98) would continue to be bussed to Sherwood and Huntington. Continued substantial growth is anticipated in this area for the next five years and these two schools will be fully extended in accommodating families moving to this area.

BLOCK 89 JUNIOR SCHOOL

Block 89 Junior School (Eleanor) would accommodate all junior school students living in that block (approximately 30 students per grade and currently attending Lincoln Alexander) and one half of the students living in Block 88 currently attending Thornbrae).
With the opening of a new school in Block 89, space would be made available in Lincoln Alexander for students living in the south half of Block 78 currently attending Thornbrae. Some relief of Thornbrae currently (at 160% of capacity) would be provided.

BLOCK 87 MIDDLE SCHOOL

Block 87 Middle School (Barnstown) would accommodate students in grades 6, 7 and 8 living in blocks 86, 87, 88, 95 and 96. At the present time, these students are bussed to Cardinal or Burkholder. Both of these schools are crowded and each school has 3 portables. Whether additional portables can be placed on these properties is an engineering question which will have to be reviewed.

BLOCK 74 MIDDLE SCHOOL

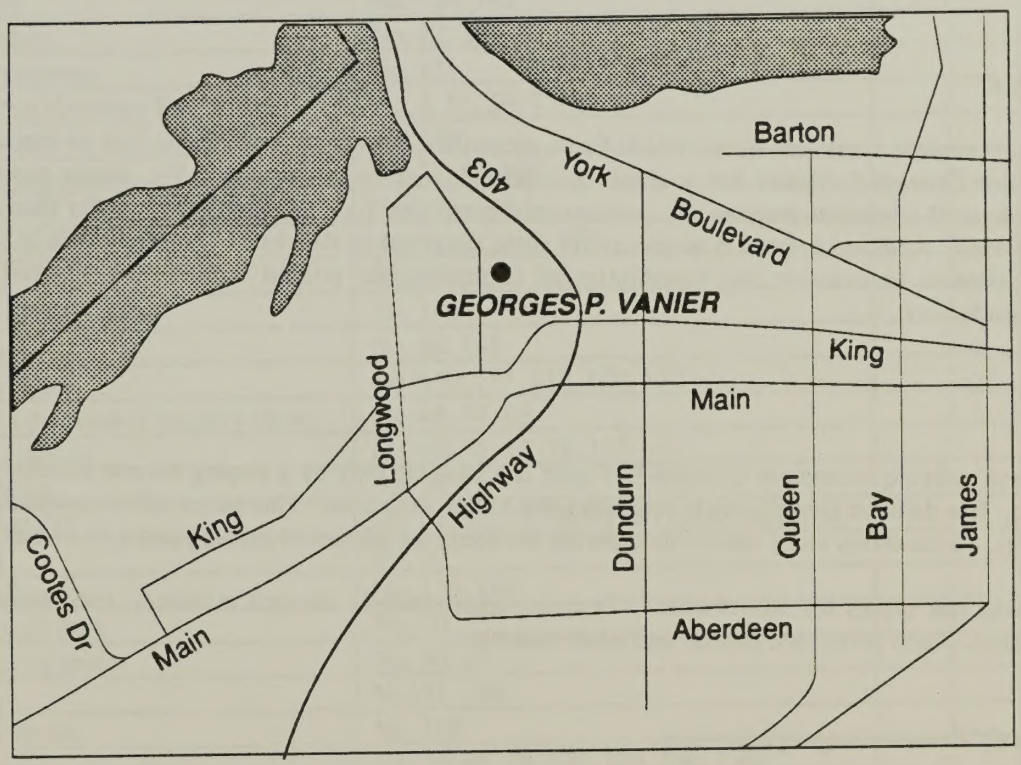
Block 74 Middle School (Gourley) would accommodate students living in blocks 74, 75, 84, 85 and 94. Whether students moving into the new Carpenter Neighbourhood (Block 93) would attend this school or Westview will have to be reviewed. At the present time, there are three middle school programs west of Upper James Street (R. A. Riddell, Chedoke and Westview). Review of the enrolments and capacities of these schools indicates that all these facilities are fully extended. Current plans for real estate development indicate that substantial additional middle school space will be required within the next two years.

AREA FIVE

(French Language Section)

Surintendant des écoles de langue française

Rosaire C. Lavoie



AREA FIVE (French Language Section) contains one school, Georges-P.-Vanier, which draws French Language students from all parts of the city and neighbouring municipalities.

Enrolment Summary and Forecast

	Capacity	1991 Enrol.	1992 Enrol.	1993 Enrol.	1993 Enrolment as % of Capacity	1994	1995	1996	1997
Georges P. Vanier	760	406	401	480	63 %	489	518	516	514

OVERVIEW OF AREA FIVE

French Language Section

Handicap Accessibility

We presently have students in the Elementary French Language Feeder Schools confined to wheelchairs. These students will probably pursue their French Language Education at École secondaire Georges-P.-Vanier. The two storey, four level school needs modifications in order to be accessible to all handicaps. A feasibility study should be done by the Plant Department to assess the changes necessary to permit access to the handicaps with a report incorporated in the Accommodation Report.

Accommodation

A 16% growth in student enrolment since 1991 at École secondaire Georges-P.-Vanier, has had an impact on its facilities. École secondaire Georges-P.-Vanier has a single gymnasium, and no auditorium. The music program, theatre arts program and physical education program are continuously competing for adequate space to offer their regular and extra curricular activities. Additional space is necessary for these programs to flourish. A feasibility study should be done by the Plant Department to examine the possibilities of expanding the present facility and a report included in the Accommodation Report .

Parking Area

The parking area at École secondaire Georges-P.-Vanier is accessible only by a sloping narrow driveway on the west side of the building. It is difficult for vehicles to enter and exit at the same time. This raises safety concerns for both the staff and the students. A feasibility study should incorporate the needs for additional parking and a second exit.

The parking area has spaces for 56 vehicles. There are approximately 50 staff members, leaving only six spaces for visitors, deliveries, board personnel, parents and adult students.

Consolidation Of French-Language Services

The request for Transition Assistance funding to the Ministry of Education for the Consolidation of French-Language Services was approved. A cheque in the amount of $350,000 was presented to the H.-W.S.S.B. The Consolidation of services into one site has been completed . The new site should house the services of the French-Language Health Centre and the educational services of the Board of Education for the City of Hamilton and the Hamilton-Wentworth Separate School Board.

NOTES:

- Grades 7 and 8 French Language students from Waterloo and Wellington RCSS Boards will continue to attend École secondaire Georges-P.-Vanier for Design and Technology and Family Studies courses on a fee for service basis.
- The French Language Section continues to offer through an articulation agreement with the Ministry of Education and Mohawk College the Ontario Basic Skills Program for Adults.

PORTABLE CLASSROOM LOCATIONS EFFECTIVE SEPTEMBER, 1993

A. M. Cunningham	No. 58, 113	2
Barton	No. 147, 148	2
Bennetto	No. 87, 98, 123	3
Buchanan Park	No. 71, 88	2
Burkholder	No. 108, 109, 144	3
C. B. Stirling*	No. 3, 8, 67, 79, 80, 81, 82, 91, 92, 93	10
Cardinal Heights	No. 135, 136, 137	3
Central	No. 129	1
Comley	No. 42	1
Dalewood	No. 124, 142	2
220 Dundurn	No. 22, 38	2
G. L. Armstrong	No. 131	1
G. R. Allan (Outdoor Education)	No. 2, 55, 59, 73, 94	5
Glen Echo	No. 130	1
Glendale Secondary	No. 31, 83, 127	3
Hill Park	No. 116, 149	2
Lake Avenue	No. 61, 62, 117, 118	4
Lawfield	No. 114, 122, 145	3
Lincoln M. Alexander	No. 146	1
Mountview	No. 68, 141	2
Norwood Park	No. 110, 111, 119, 120, 132	5
Outdoor Education (Christie's Dam)	No. 45, 54, 65	3
Pauline Johnson	No. 50, 76, 77, 78, 115	5
Prince Philip	No. 143	1
R. A. Riddell*	No. 51, 52, 75, 96, 97, 100, 101, 102, 103	9
Red Hill	No. 57	1
Richard Beasley	No. 139, 140	2
Roxborough Park	No. 70	1
Ryckman's Corners	No. 90, 99	2
Ryerson	No. 95, 128	2
Sir Isaac Brock	No. 126	1
Thornbrae	No. 72, 85, 86, 104, 105, 106, 138	7
Vern Ames	No. 121	1
Vincent Massey	No. 17, 40, 48, 53	4
Westview	No. 84, 107, 133	3
Woodward	No. 74, 89, 112, 125	4
Westwood	No. 134, 150	2
TOTAL PORTABLES		**106**
STANDARD CLASSROOMS		**102**
DOUBLES JOINED FOR PLAYROOMS		**4**

* Portables 3 and 67, 51 and 52 are twinned

NEW PORTABLES TO BE PURCHASED FOR 1994

Ryerson		1
Ridgemount		1

PORTABLE CLASSROOM NEEDS FOR 1995 - 1996 SCHOOL YEAR

A . Ten Year Forecast

The Ten Year Historical Forecast included in this report indicates that overall enrolment increases in the Hamilton Board are projected to be gradual - one percent or less annually. While significant increases are expected in the areas where building continues , radical growth is not forecast. The comparison of September 1994 Actual to Forecast indicates a slowing trend.

The need to provide for accommodation on the south mountain is not lessened by this picture. Experience of the past five years has been consistent with changes in economic growth and consumer and realty trends. At the same time there are segments of renewal in the lower city that will have impact on some neighbourhood schools. Shifts in Program will also impact some schools.

The factors that impact actual figures are not stable. As policy changes in the many levels of government, population demographics are impacted. Long range forecasts serve as planning tools and need to be continually reviewed against the year to year actuals.

B . Analysis of Actual Enrolment as at September 30, 1994

SECTION	FORECAST	ACTUAL
Elementary	27009	27137
Secondary Composite	12646	12259
Secondary Vocational	915	738
Vanier	489	480
System Total	**41059**	**40614**

C. Portable Classroom for 1995

A report to review the long term accommodation plan in relation to financial realities was presented at the December 1993 Operations and Finance Committee. Included in that report was a projection of the number of portable classrooms that would be required if no new schools were built. The projection was developed in relation to known housing plans and projected housing developments. The total projection is 64 portables at a cost estimate of about $ 1.2 million.

At this time it appears that we are experiencing a slow down in over all growth. In spite of this, there are still some schools that are in excess of 100 percent capacity. For the 1995 Year it is recommended that no portables be purchased. The alternative will be transportation to other facilities where there is still capacity and relocation of portables. The major area of pressure at this time is the central mountain. For the 1995 - 1996 School Year the use of facilities in the centre mountain should be used to full capacity. By using Crestwood for overflow from Cardinal Heights, portables located on the Pauline Johnson / Cardinal Site can be freed up for relocation to other sites.

This will of course require careful planning and scheduling. However the closeness of the buildings makes this alternative feasible and will result in projected expenditure savings of $ 200, 000 for 4 portable classrooms.

CAPACITY OF SCHOOLS

CAPACITY OF SCHOOLS

INTRODUCTION

The following eight tables provide a survey of the number of instructional rooms in Hamilton Board of Education elementary and secondary schools as of September 30, 1992. The principal of each school was contacted to assist with the completion of this project and a summary of all schools' data was forwarded to every school to confirm the findings.

It should be noted that, for 1992-93, many schools (but not all) report the use of one room as a resource withdrawal room. In some cases this change has reduced the capacity of a school by as much as 28 seats.

In addition, some schools are now including basement rooms, which have been upgraded, as classrooms. This change has increased the capacity of a few of our schools, according to the purpose of classrooms added, by as much as 40 students per room.

Because of the changes in rules by which capacity was calculated for 1992-93, comparisons to capacity of 1991-92 may be difficult.

GLOSSARY OF ABBREVIATIONS FOR ELEMENTARY TABLES

COLUMN	ABBREVIATION	ABBREVIATION MEANING	STUDENT LOADING
1	Lb/1G	Library and First Gym	0
2	EXGM	Extra Gyms	0
3	SMALLW	Resource Withdrawal Room	0
4	FS/DT	Family Studies & Design Technology	17.5
5	JK/K	Junior Kindergarten & Kindergarten	40
6	GR12	Grades One and Two	20
7	GR3	Grade Three	24.75
8	GR456	Grades Four, Five and Six	26.15
9	GR78	Grades Seven and Eight	27.5
10	SUBJ	Special Subject Rooms	27.5
11	C&WR2	Computer & "Writing to Read" Rooms	0
12	CORE	Core French & Core English	26
13	AUD	Auditory Impairment	8
14	AUT	Autistic	6
15	BEH	Behaviour	8
16	GLD	General Learning Disabilities	16
17	PGLD	Primary General Learning Disabilities	12
18	GFTD	Gifted Program	25
19	MULT	Multiply Handicapped	6
20	ORTH	Orthopaedic	12
21	SLD	Specific Learning Disabilities	8
22	S&L	Speech and Language	10
23	T R	Trainable Retarded	10
24	ESL	English as a Second Language	0
25	VAC	Vacant Classroom	26

CAPACITY OF ALL ELEMENTARY SCHOOLS: SEPTEMBER, 1992 Hamilton Board Of Education Rules

TYPE OF ROOM AND CAPACITY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Lib/ tGm	Ex Gym	Small W	Fs Dt	JK/K	Gr 1/2	Gr 3	Gr 4/5/6	Gr 7/8	Subj	C/ W2r	Core	Aud	Aut	Beh	Gld	Pgld	Gftd	Mult	Orth	Sld	S&L	TR	Esl	Vac	bsmt clrm in C1 to C24	Total Rooms	Total HBE Cap.	Ptbl as Clrm	Ptbl not Clrm
Ministry Rules	00.0	35.0	00.0	17.5	40.0	20.0	35.0	35.0	35.0	35.0	35.0	35.0	08.0	06.0	08.0	16.0	12.0	25.0	06.0	12.0	08.0	10.0	10.0	35.0	35.0					
H.B.E. Rules	00.0	00.0	00.0	17.5	40.0	20.0	24.8	26.2	27.5	27.5	00.0	26.0	08.0	06.0	08.0	16.0	12.0	25.0	06.0	12.0	08.0	10.0	10.0	00.0	26.0					
ROOM USE: SEP 1992																														
AREA 1	43	5	12	10	42	69	31	65	30	30	23	21	0	0	2	4	1	3	1	0	17	3	2	7	18	13	439	**8725.00**	10	3
AREA 2	34	2	11	10	33	57	23	45	20	27	15	12	2	3	1	1	1	4	0	2	10	3	5	2	5	0	328	**6469.50**	19	5
AREA 3	43	5	10	16	43	66	32	59	33	35	23	25	0	0	4	4	1	2	2	0	15	5	2	6	12	6	443	**8529.05**	14	0
AREA 4	36	1	6	12	35	59	23	44	24	41	14	12	0	0	2	1	0	3	2	1	9	2	4	1	7	0	339	**7054.35**	28	3
Totals	**156**	**13**	**39**	**48**	**153**	**251**	**109**	**213**	**107**	**133**	**75**	**70**	**2**	**3**	**9**	**10**	**3**	**12**	**5**	**3**	**51**	**13**	**13**	**16**	**42**	**19**	**1549**	**30777.9**	**71**	**11**

CAPACITY OF AREA ONE ELEMENTARY SCHOOLS: SEPTEMBER, 1992

Hamilton Board Of Education Rules

TYPE OF ROOM AND CAPACITY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Lib/ tGm	Ex Gym	Small W	Fs Dt	JK/K	Gr 1/2	Gr 3	Gr 4/5/6	Gr 7/8	Subj	C/ W2r	Core	Aud	Aut	Beh	Gld	Pgld	Gftd	Mult	Orth	Sld	S&L	TR	Esl	Vac	bsmt clrm in C1 to C24	Total Rooms	Total HBE Cap.	Ptbl as Clrm	Ptbl not Clrm
Ministry Rules	00.0	35.0	00.0	17.5	40.0	20.0	35.0	35.0	35.0	35.0	35.0	35.0	08.0	06.0	08.0	16.0	12.0	25.0	06.0	12.0	08.0	10.0	10.0	35.0	35.0					
H.B.E. Rules	00.0	00.0	00.0	17.5	40.0	20.0	24.8	26.2	27.5	27.5	00.0	26.0	08.0	06.0	08.0	16.0	12.0	25.0	06.0	12.0	08.0	10.0	10.0	00.0	26.0					
ROOM USE: SEP 1992																														
Adel. Hoodless	2	1	1		2	3	2	3	4	2	1	5									3				1	4	30	612.95		
Allenby	2				2	1	1	1			1						1								2		11	214.90		
A.C.E.S.																					5						5	40.00		
Bennetto	3			2				1	6	3	1																16	308.65	3	
Centennial	2	1	1		3	7	3	6		1	2	1			1						1			2	3		34	638.65		
Central	2		1		1	1	1	1																			7	110.90	1	
Dalewood	2	1	1	2				3	3	3	1	2						2									20	380.45	2	
Dr. J. E. Davey	2		1		3	6	2	3			1					1											19	383.95		
Earl Kitchener	2				3	5	3	5		1	1	2														3	22	504.50		
G. R. Allan	2		1		4	8	1	5		1	1	1									1						25	537.00	2	3
Gibson	2				2	4	2	3		2	1										1	1		1	1		20	386.95		
Hess Street	2		1		3	5	2	6		1	1											1		1			23	463.90		
King George	2		1		2	3	2	3		1	2	1				1					1					1	19	345.45		
Prince of Wales	2	1	1	2	3	4	2	5	4	6	1	1				1					1					1	34	740.25		
Prince Philip	2				2	3	2	3			1	1									2		1				17	319.95	1	
Queen Victoria	2				2	2	1	2		1	1	1						1	1				1				15	291.55		
Robert Land	2				3	4	2	2		1	1	1									1	1			1		19	399.30		
Ryerson	2			2				2	5	5	1	1															18	388.30	1	
Sanford	2	1	1		3	6	2	4		1	2	2			1	1								1	10		37	757.60		
Stinson	2		1		2	4	2	2		1	1										1			2		4	18	297.30		
Strathcona	2		1		2	3	1	3			1																13	243.20		
Tweedsmuir	2			2				2	8		1	2															17	359.30		
Totals	**43**	**5**	**12**	**10**	**42**	**69**	**31**	**65**	**30**	**30**	**23**	**21**	**0**	**0**	**2**	**4**	**1**	**3**	**1**	**0**	**17**	**3**	**2**	**7**	**18**	**13**	**439**	**8725.0**	**10**	**3**

NOTES: (1) Basement rooms used as classrooms are included under the appropriate room type in columns 1 to 24.
The number of basement rooms used as classrooms in each school is reported in column 26.

(2) Stinson data excludes A.C.E.S.

(3) Sanford data includes the third floor.

(4) Central includes only the first floor.

(5) Bennetto auditorium is included in column one.

CAPACITY OF AREA TWO ELEMENTARY SCHOOLS: SEPTEMBER, 1992

Hamilton Board Of Education Rules

TYPE OF ROOM AND CAPACITY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Lib/ 1Gm	Ex Gym	Small W	Fs Dt	JK/K	Gr 1/2	Gr 3	Gr 4/5/6	Gr 7/8	Subj	C/ W2r	Core	Aud	Aut	Beh	Gld	Pgld	Gftd	Mult	Orth	Sld	S&L	TR	Esl	Vac	bsmt clrm in C1 to C24	Total Rooms	Total HBE Cap.	Ptbl as Clr	Ptbl not Clr
Ministry Rules	00.0	35.0	00.0	17.5	40.0	20.0	35.0	35.0	35.0	35.0	35.0	35.0	08.0	06.0	08.0	16.0	12.0	25.0	06.0	12.0	08.0	10.0	10.0	35.0	35.0					
H.B.E. Rules	00.0	00.0	00.0	17.5	40.0	20.0	24.8	26.2	27.5	27.5	00.0	26.0	08.0	06.0	08.0	16.0	12.0	25.0	06.0	12.0	08.0	10.0	10.0	00.0	26.0					
ROOM USE: SEP 1992																														
Buchanan Park	2				2	3	1	3			1						1										13	255.20	2	2
Chedoke	2		1	2				3	6	6	1	3									1		2		1		28	575.45		
Eastmount Park	2		1		2	3	1	3			1	1									1	2			1		18	323.20		
G. L. Armstrong	2	1		2	2	4	1	5	3	5	1	1									1						28	604.50		
Gordon Price	2		1		3	6	2	3		1		1			1										2		22	481.45		
Holbrook	2				2	4	1	3		1	1									2							16	314.70		
Jas. Macdonald	2		1		4	3	1	2		1	1	1									2			1			19	366.55		3
Linden Park	2		1		2	2	1	2		1	1	1						1			1		1	1			17	293.55		
Mountview	2				2	3	2	3			1										1						14	275.95		
Norwood	2			2	2	5	2	2	4	3	1	1															24	535.30	5	
Queensdale	2		1		2	4	2	2			1		2														16	277.80		
R. A. Riddell	2	1	1	2	3	7	2	4	4	4	1																31	669.10	9	
Ridgemount	2				2	4	1	3													1						13	271.20		
Ryckman's Crnrs.	2		1		1	1	1	1			1			1													9	116.90	2	
Seneca	2		1		2	3	2	3			1	1				1						1	2		1		20	365.95		
Westview	2		1	2					3	5	1	2		1				2			1						20	371.00		
Westwood	2		1		2	5	3	3			1			1				1			1						20	371.70	1	
Totals	**34**	**2**	**11**	**10**	**33**	**57**	**23**	**45**	**20**	**27**	**15**	**12**	**2**	**3**	**1**	**1**	**1**	**4**	**0**	**2**	**10**	**3**	**5**	**2**	**5**	**0**	**328**	**6469.5**	**19**	**5**

NOTES: (1) Basement rooms used as classrooms are included under the appropriate room type in columns 1 to 24.
The number of basement rooms used as classrooms in each school is reported in column 26.

CAPACITY OF AREA THREE ELEMENTARY SCHOOLS: SEPTEMBER, 1992

Hamilton Board Of Education Rules

TYPE OF ROOM AND CAPACITY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Lib/ 1Gm	Ex Gym	Small W	Fs Dt	JK/K	Gr 1/2	Gr 3	Gr 4/5/6	Gr 7/8	Subj	C/ W2r	Core	Aud	Aut	Bch	Gld	Pgld	Gftd	Mult	Orth	Sld	S&L	TR	Esl	Vac	bsmt clrm in C1 to C24	Total Rooms	Total HBE Cap.	Ptbl as Clr	Ptbl not Clr
Ministry Rules	00.0	35.0	00.0	17.5	40.0	20.0	35.0	35.0	35.0	35.0	35.0	35.0	08.0	06.0	08.0	16.0	12.0	25.0	06.0	12.0	08.0	10.0	10.0	35.0	35.0					
H.B.E. Rules	00.0	00.0	00.0	17.5	40.0	20.0	24.8	26.2	27.5	27.5	00.0	26.0	08.0	06.0	08.0	16.0	12.0	25.0	06.0	12.0	08.0	10.0	10.0	00.0	26.0					
ROOM USE: SEP 1992																														
A. M. C.	2		1		3	4	2	4			1	1															18	380.10	2	
Eliz. Bagshaw	2	1	1	2				3	6	5	1	3			1	1					2			1			29	533.95		
Fairfield	2		1		2	3	2	2			1											1				2	14	251.80		
Glen Brae	2		1	2				2	4	6	1	1															19	388.30		
Glen Echo	2				2	3	2	3		1	1	1							1								16	327.45		
Hillcrest	2			2					7	4	1	5									3				1		25	517.50		
Hillsdale	2		1		2	3	2	2			1	1									1				3		18	353.80		
Lake Avenue	2	1	1	2	4	4	2	5	4	1	1										1			2			30	600.75	4	
Lloyd George	2		1		2	3	1	2		1	2	1			1						1				5	2	22	264.55		
Memorial	2	1		2	3	5	3	5	4	1	1	1									1					1	29	400.20	1	
Parkdale	2				2	3	1	3			2	1									1				1		16	249.80		
Queen Mary	3	1		2	3	5	1	5	2	5	1	2				2	1				1	1		1		1	36	665.15		
Red Hill	2		1		2	3	2	2				1			1										1		15	472.55	1	
Rosedale	2				2	4	1	2		1	1																13	264.55		
Roxborough Pk	2				3	5	3	3		1	2																19	400.20	1	
Sir Isaac Brock	2				2	3	2	2			1										1			1			14	249.80	1	
Sir Wilf. Laurier	2		1		4	8	3	6			2	2									2	2		1	1		34	665.15		
Vis. Montgomery	3			2	1	2	1	2	4	3	1	2			1						1		2				25	472.55		
W. H. Ballard	3	1		2	4	5	2	6	2	6	1	3				1		2				1					39	875.40		
Woodward	2		1		2	3	2				1								1								12	195.50	4	
Totals	**43**	**5**	**10**	**16**	**43**	**66**	**32**	**59**	**33**	**35**	**23**	**25**	**0**	**0**	**4**	**4**	**1**	**2**	**2**	**0**	**15**	**5**	**2**	**6**	**12**	**6**	**443**	**8529.1**	**14**	**0**

NOTES: (1) Basement rooms used as classrooms are included under the appropriate room type in columns 1 to 24.
The number of basement rooms used as classrooms in each school is reported in column 26.
(2) Viscount Montgomery auditorium is included in column one.

CAPACITY OF AREA FOUR ELEMENTARY SCHOOLS: SEPTEMBER, 1992

Hamilton Board Of Education Rules

TYPE OF ROOM AND CAPACITY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Lib/ 1Gm	Ex Gym	Small W	Fs Dt	JK/K	Gr 1/2	Gr 3	Gr 4/5/6	Gr 7/8	Subj	C/ W2r	Core	Aud	Aut	Beh	Gld	Pgld	Gftd	Mult	Orth	Sld	S&L	TR	Esl	Vac	bsmt clrm in C1 to C24	Total Rooms	Total HBE Cap.	Ptbl as Clr	Ptbl not Clr
Ministry Rules	00.0	35.0	00.0	17.5	40.0	20.0	35.0	35.0	35.0	35.0	35.0	35.0	08.0	06.0	08.0	16.0	12.0	25.0	06.0	12.0	08.0	10.0	10.0	35.0	35.0					
H.B.E. Rules	00.0	00.0	00.0	17.5	40.0	20.0	24.8	26.2	27.5	27.5	00.0	26.0	08.0	06.0	08.0	16.0	12.0	25.0	06.0	12.0	08.0	10.0	10.0	00.0	26.0					
ROOM USE: SEP 1992																														
Burkholder	2			2				2	7		1	1															15	**305.80**	3	
Cardinal Hghts	2			2				3	5	5	1																18	**388.45**	3	
C. B. Stirling	2			2	4	5	1			7	1	1									2						25	**554.25**	8	1
Fernwood Park	2				2	2	1	3		1								1									12	**275.70**		
Franklin Road	2				3	5	2	3		1	1	1									1				4		23	**513.45**		
Hampton Hghts	2		1	2						11	1	3				1		2			1						24	**489.50**		
Helen Detwiler	2		1		4	7	2	4		1	1								1		1				1		25	**521.60**		
Highview	2	1		2				5	7	4	1								1		2						25	**490.25**		
Huntington Pk	2				2	5	2	3		1	1	1			1								3		1		22	**425.45**		
Lawfield	2			2				3	5	5	1				1												19	**396.45**		
Linc. Alexander	2		1		2	5	3	3			1																17	**332.70**	1	
Lisgar	2				2	4	2	3		1	1	1								1		1	1		1		20	**399.45**		
Pauline Johnson	2		1		3	5	2	1		1	1	1															17	**349.15**	4	1
Peace Memorial	2				3	4	2	3		1	1	2									1						19	**415.45**		
Richard Beasley	2		1		2	4	2	3		1											1						16	**323.45**	1	1
Sherwood Hghts	2				3	4	1	2				1										1		1			15	**313.05**		
Thornbrae	2		1		3	5	1	1																			13	**270.90**	7	
Vern Ames	2				2	4	2	2		1	1																14	**289.30**	1	
Totals	**36**	**1**	**6**	**12**	**35**	**59**	**23**	**44**	**24**	**41**	**14**	**12**	**0**	**0**	**2**	**1**	**0**	**3**	**2**	**1**	**9**	**2**	**4**	**1**	**7**	**0**	**339**	**7054.4**	**28**	**3**

NOTES: (1) Basement rooms used as classrooms are included under the appropriate room type in columns 1 to 24.
The number of basement rooms used as classrooms in each school is reported in column 26.

Review of Composite Secondary School Capacity - 1992-93

Based on Section 25.32 of the Collective Agreement

	Type of Classroom	Room Cpcty (25.32)	Number of Rooms by School												Totals
			Barton	Delta	Vanier	Glendale	Hill Park	Scott Park	Sherwood	Macnab	McDonald	Churchill	Westdale	Westmount	
1	English	28	8	10	4	10	10	7	11	11	9	8	11	7	106
2	Mathematics	30.8	6	7	4	7	7	6	8	8	10	7	9	8	87
3	History	30.8	4	3	2	3	3	3	3	4	3	3	5	4	40
4	Geography	30.8	3	3	1	3	2	3	3	3	3	3	3	3	33
5	Language	30.8	3	3	3	3	3	3	4	4	2	3	6	4	41
6	Science	29	6	6	3	6	6	7	6	7	7	6	7	7	74
7	Business	30.8	6	8	4	9	6	6	6	6	7	5	7	4	74
8	B.P.O.	0	1	1	1	1	1			1	1	1	1		9
9	Library	0	1	1	1	1	1	1	1	1	1	1	1	1	12
10	Fam Studies	25.5	2	3	2	2	2	2	2	4	4	2	2	2	29
11	Technical	21	6	10	3	5	7	5	7	6	6	6	5	4	70
12	Drafting	30.8	1	2	1		1	1	1	1	2	1	1	2	14
13	Visual Arts	25.5	3	4	1	2	2	2	3	4	4	2	4	2	33
14	Music	26	2	2	1	2	1	2	2	2	2	2	3	2	23
15	First Gym	30.8	1	1	1	1	2	1	1	1	1	1	1	2	14
16	Extra Gyms	30.8	2	1	1	2	2	1	2	2	2	1	3	1	20
17	Health	30.8		3	1		1	1	1	2		1	2	1	13
18	Computer	0			1		1	1			1				4
19	Trainable	10					3		2			5	4		14
20	Orthopaedic	12							1						1
21	Gifted	25												1	1
22	E.A.S.L.	20						6			5				11
23	Seminar	0	1	1				1		1	1	1			6
24	L.R.T.	0	1		1	1	1	1	1	1	1	1		1	10
25	Other	30.8			1					1				3	5
	Total Rooms		57	69	37	58	62	60	65	70	72	60	75	59	744
School Capacity @ 80% of 25.32			1203.4	1479.4	759.8	1260.3	1272.5	1238.4	1387.0	1502.9	1488.8	1198.4	1621.3	1318.1	15730.2
26	Portables used as classrooms		2				1								3
27	Other portables														0
28	Rooms for outside agencies			4							3		1		8

NOTE: No adjustments have been made for "W" level program at Delta.

Rooms reported in lines 26, 27, and 28 are not counted in "TOTAL ROOMS".

Review of Vocational Secondary School Capacity - 1992-93

Based on Section 25.33 of the Collective Agreement

			Number of Rooms by School				
	Type of Classroom	Room Capacity (25.33)	Ainslie Wood	Caledon	Crestwood	Parkview	Totals
1	General Academic	23					0
2	Basic Academic	17	12	8	8	8	36
3	Library	0	1	1	1	1	4
4	Fam Studies	16	4	1		1	6
5	Technical	16	7	6	9	13	35
6	Drafting	16					0
7	Visual Arts	16	1	1	1	1	4
8	First Gym	17	1	1	1	1	4
9	Extra Gyms	17	2		1	1	4
10	Health	17	1				1
11	Computer	0			1	1	2
12	Trainable	10					0
13	Orthopaedic	12					0
14	E.A.S.L.	0	1				1
15	Seminar	0					0
16	L.R.T.	0	1	1	1	1	4
17	Other	17					0
	Total Rooms		31	19	23	28	101
	School Capacity @ 80% of 25.33		371.2	224.8	264.0	328.0	1188.0
26	Portables used as classrooms						0
27	Other portables						0
28	Rooms for outside agencies		1	7	7		15

NOTE: Rooms counted in row 20 are not counted in rows 1 to 17.

PROPERTIES AND LEASES

STATUS OF CLOSED SCHOOLS

SCHOOL	TENANT	LEASE TERM
Ainslie Wood	Vacant - effective June 30, 1994	
Binkley	Wentworth Library Board	June 30, 1995
Comley	Vacant	
Eastview	Hamilton Association for Community Living	December 31, 1994
Fairview	Jewish Community Centre (7 rooms, not just classrooms)	month to month
	Rygiel Home (2 classrooms)	month to month
Glenview	Southern Ontario Library Service Board	May 31, 1995
Mohawk Trail	Mohawk College	March 31, 1995
Onteora	Y.M.C.A.	month to month
Southview	Black Youth Achievements of Hamilton & Region	month to month
Vincent Massey	Calvert House - 1 classroom Rygiel Home - 1 classroom	December 31, 1994 month to month as of January 1, 1995

SALE OF SITES

SITE	BOARD APPROVAL TO SELL	PREFERRED AGENCY DEADLINE
Brantdale School	April 1994	July 25, 1994
Onteora School	April 1994	July 25, 1994
Ridge School	April 1994	July 25, 1994
Vacant Site - Bruleville	April 1994	July 25, 1994
Vacant Site - Kentley	April 1994	July 25, 1994

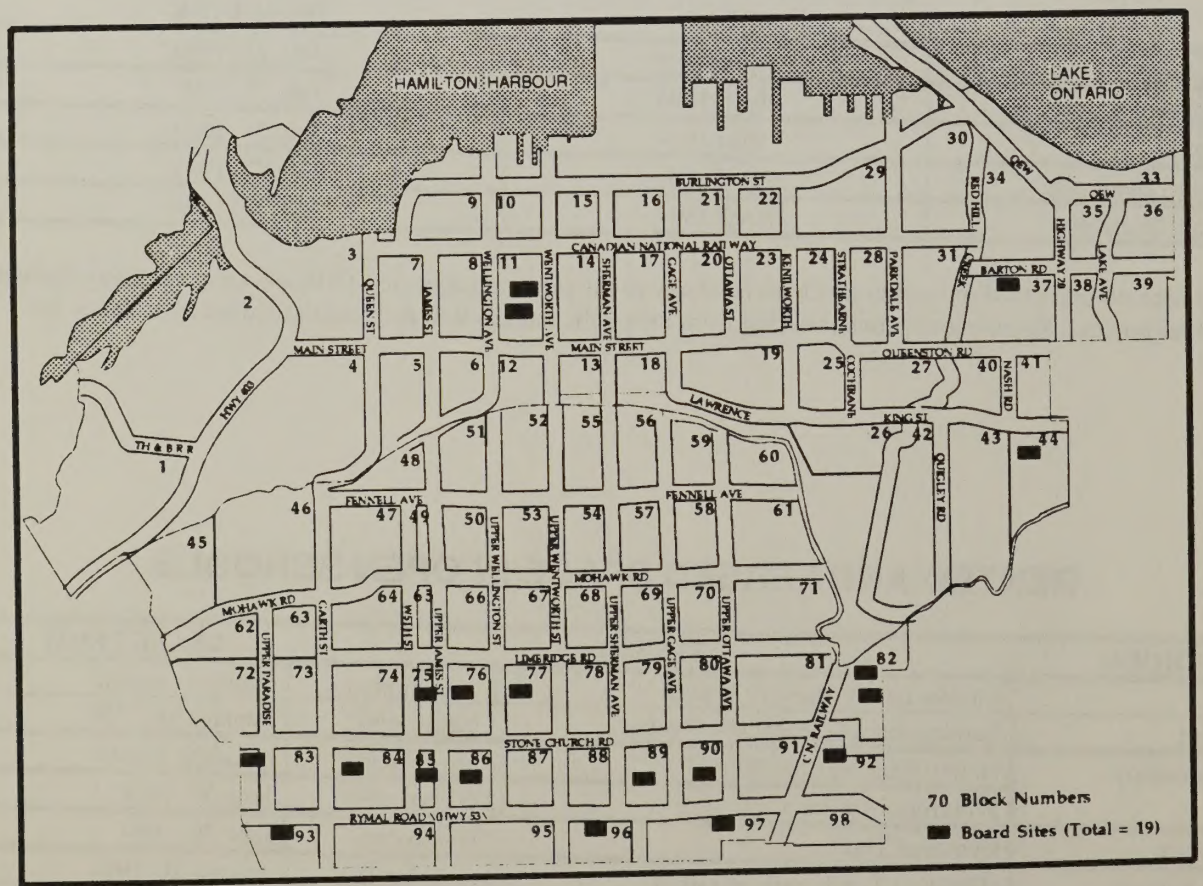
There has been no expressed interest to purchase from any of the preferred agencies. Officials are proceeding through the public tender process. Recommendations resulting from the public tenders will be brought forward to trustees for approval.

RENTED AND LEASED SPACE IN OPEN SCHOOLS

SCHOOL	TENANT		LEASE TERM
Allenby	Mother Goose Nursery School	(2 classrooms)	month to month
Briarwood	Superannuated Teachers of Ontario	(1 classroom)	January 31, 1995
Delta Secondary	Honey Bear Nursery School	(2 classrooms)	month to month
	Woodview Children's Centre	(2 classrooms)	June 30, 1994
Queen Mary	Lynwood Hall	(1 classroom)	June 30, 1994
Sanford Avenue	Hamilton Teacher's Federation	(4 rms, 3rd flr)	August 31, 1994
	Genealogical Society	(1 rm, 3rd flr)	month to month
Westdale Secondary	Woodview Children's Centre	(1 classroom)	June 30, 1994

UNDEVELOPED SITES/OTHER

BLOCK NO.	NEIGHBOURHOOD	LOCATION	ACRES
44	Gershome	Lot 28, Con 4 (Saltfleet)	7.96
75	Kernighan	Lot 15, Con 7 (Barton)	5.00
76	Jerome	Lot 13, Con 7 (Barton)	27.75
77	Crerar	Lot 11, Con 7 (Barton)	6.00
82	Albion (Wil-Bar)	Lot 1, Con 7 (Barton)	5.61
	Albion (Ksivickis)	Lot 34, Con 7 (Saltfleet)	8.00
83	Falkirk West	Lot 21, Con 8 (Barton)	6.00
84	Sheldon	Lot 17, Con 8 (Barton)	30.00
85	Mewburn	Lot 15, Con 8 (Barton)	5.00
86	Ryckman's	Lot 13, Con 8 (Barton)	6.00
89	Eleanor	Lots 7/8, Con 8 (Barton)	8.80
90	Templemead	Lots 5/6, Con 8 (Barton)	16.70
92	Hannon North	Lots 1/2, Con 8 (Barton)	9.00
93	Carpenter	Lot 2, Con 1 (Glanford)	10.00
96	Chappel East/Chappel West	Lots 8/9, Con 1 (Glanford)	10.00
97	Broughton East	Lot 12, Con 1 (Glanford)	9.45
11	Landsdale	37 East Avenue North	.076
11	Landsdale	49 East Avenue North	.073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BURLINGTON ST
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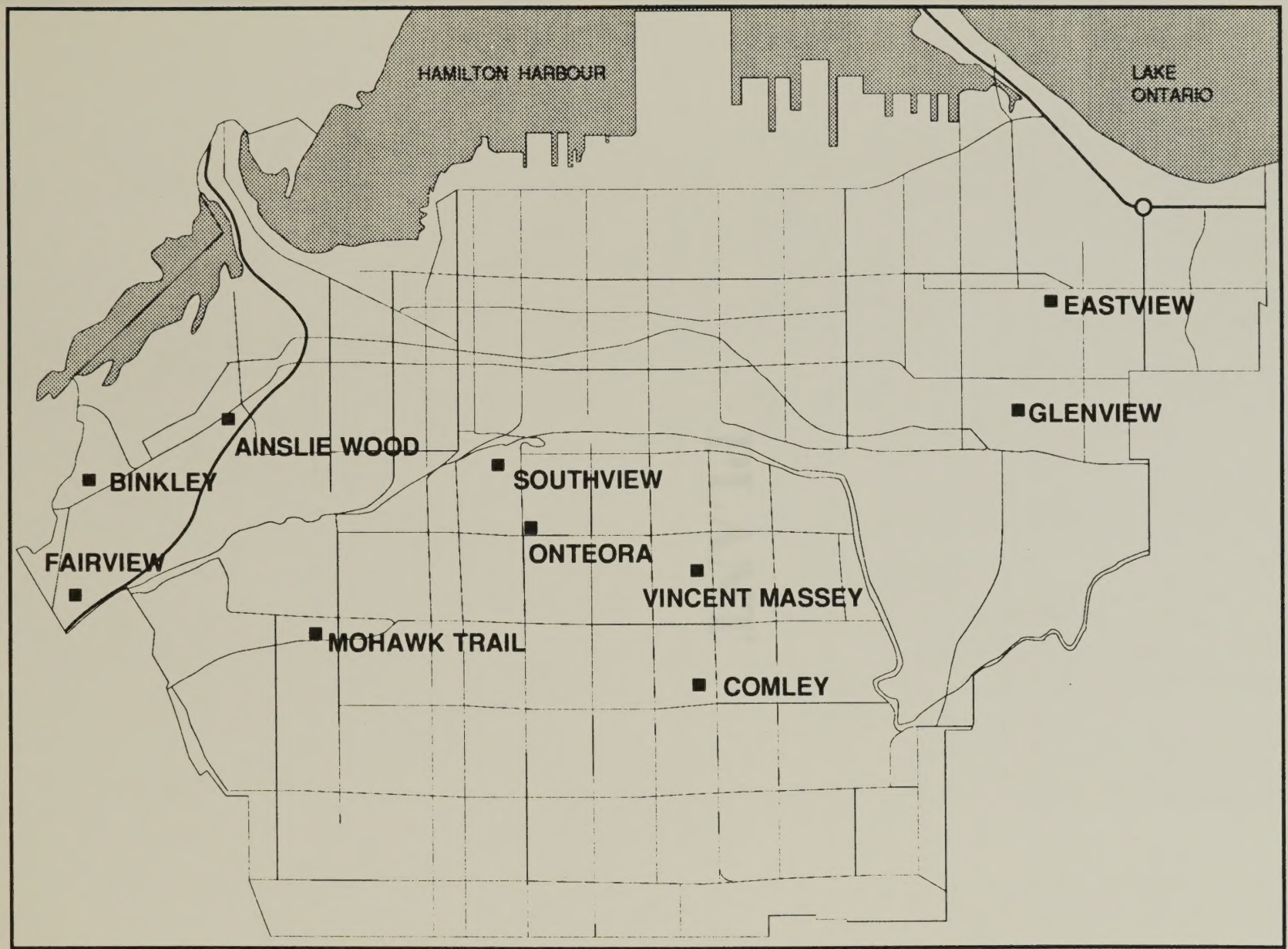
MAIN STREET
MAIN STREET
BARTON RD
OUTER TOWN RD
LA WRENCE
KING ST
FENNELL AVE
FENNELL AVE
MOHAWK RD
MOHAWK RD
LINCOLN M. ALEXANDER PKWY
QUEENSTON RD
QUEENSTON RD
QUEENSTON RD



SCHOOLS NOT USED FOR REGULAR INSTRUCTIONAL PURPOSES

PLANT

PLANT:

BUILDINGS, RENOVATIONS, PREVENTATIVE MAINTENANCE

INTRODUCTION

This section of the Accommodation Report includes high priority Plant Department programs and projects. The information has been developed on the basis of our knowledge and assessment of the Board's buildings and grounds. The needs have been identified by various sources including the Trustees, Senior Management, Principals and Plant Department Staff. The section represents areas where significant sums of money are required to expand, protect and maintain the Board's investment in its property. The work is necessary in order to provide suitable accommodation now and in the future consistent with the strategic directions and vision of the Board.

During 1994 new sources of funding to support some of these programs has been introduced (e.g., C.O.I.W.) or will be introduced (Facilities Renewal). At the same time certain projects have been positively impacted through pilot projects with members of C.U.P.E.

For all of these reasons the projects identified in this section of the report are subject to ongoing review in terms of the possibilities becoming available to support them both financially and strategically.

These projects have been grouped under the following headings:

Major Renovation Program
Boiler Replacement Program
Painting Program
Roofing Program
Portable Classroom Program
Asbestos Program
Masonry Repairs & Restoration
Asphalt & Concrete Major Repair Program
Lighting Energy Reduction Program (New 1994)
Window Replacement Program

MAJOR RENOVATION PROGRAM

The following information outlines the program and status of the Board's major renovation program. As a result of directions from the Budget Review Committee in 1989 and 1990, the program was reviewed, updated, accelerated and extended. The Budget Review Mandates in 1992 and 1993 and the uncertainty of future funding has resulted in no new projects being added to the list at this point in time. The proposed Facility Renewal Program to be introduced by the Ministry of Education and Training by the end of 1994 is expected to assist Boards in realigning Renovation Needs. The focus is on buildings that are 20 years old or more. For the Hamilton Board this represents a significant number of our facilities. The current status of this work is as noted.

Note: The 1993 Report column highlights projects added in the the 1993 Report.

YEAR	SCHOOL	ESTIMATED COST	STATUS	1993 REPORT
1993	Hill Park Ren & Addn (Phase I of III)	1,500,000	Complete	
1993	Hillsdale (Phase I of III)	900,000	Complete	
1994	Hill Park (Phase II of III)	2,000,000	Complete	
1994	Hillsdale (Phase II of III)	1,130,000	Complete	
1994	G. P. Vanier Feasibility Study	25,000	Future	New
1994	Westwood - enlarge Library & Parking Lot	250,000	Future	New
1995	Central (Phase I of I)	600,000	Recommended	
1995	Hill Park (Phase III of III)	1,500,000	Recommended	
1995	Hillsdale (Phase III of III)	300,000	Defer	
1995	Glendale (Phase I of III)	1,550,000	C.O.I.W. +	
1996	Barton (Phase I of III)	1,500,000	Future	
1996	Glendale (Phase II of III)	2,000,000	C.O.I.W. +	
1996	Ryerson - 5 room addition	1,000,000	Recommended	New
1997	Glendale (Phase III of III)	1,500,000	C.O.I.W. +	
1997	Queensdale Interior Renovation	450,000	Future	New
1997	Barton (Phase II of III)	1,500,000	Future	
1997	C. B. Stirling - new gymnasium	1,000,000		New
1998	Chedoke - new gymnasium	1,000,000		New
1998	Barton (Phase III of III)	1,500,000	Future	
1999	Woodward - window Repl & Ren	*	Future	New
1999	Norwood Park - new gymnasium & Library	*	Future	New

* To be determined
+ C.O.I.W. - Canada Ontario Infrastructure Works Program

BOILER REPLACEMENT PROGRAM

In 1976 a boiler program was initiated to replace boilers 30 years and older based on age alone. During the period 1976 to 1990, it became obvious that the age of a boiler was not the governing criteria to determine its replacement. Because of boiler construction changes in the late 1950's and early 1960's, certain boilers have not proven themselves to be reliable. Therefore, since 1990 it has been necessary to deviate from the program of age alone to one of reliability age and history of repair. Accordingly, the following program based on these criteria has been established and is proposed for future work. It should be noted that the estimates provided include the costs for associated asbestos removal and re-insulation work. It should be noted that it may be necessary to change the specific year that an individual boiler is scheduled for replacement. This may become necessary because of changing conditions of the boilers and relative priorities with respect to replacement. At this time, the proposed program is as shown below.

Proposed Schedule

PROPOSED REPLACEMENT YEAR	LOCATION	ASBESTOS REMOVAL	BOILER REPLACEMENT	TOTAL	AGE OF BOILER
1995	Hampton Heights	30,000	110,000	140,000	1954
1995	Norwood	30,000	110,000	140,000	1956
1995	Franklin Road	30,000	110,000	140,000	1955
	TOTAL FOR 1995			**420,000**	
1996	Woodward	30,000	110,000	140,000	1951
1996	Viscount Montgomery	50,000	100,000	150,000	1951
1996	Queensdale	40,000	110,000	150,000	1948
	TOTAL FOR 1996			**440,000**	
1997	Parkdale	30,000	120,000	150,000	1947
1997	Parkview	40,000	110,000	150,000	1961
1997	Buchanan Park	30,000	120,000	150,000	1961
1997	Lisgar	30,000	120,000	150,000	1964
	TOTAL FOR 1997			**600,000**	
1998	Roxborough Park	40,000	110,000	150,000	1960
1998	Rosedale	40,000	110,000	150,000	1962
	TOTAL FOR 1998			**300,000**	

PAINTING PROGRAM

This painting program was established in 1989 and was based on a ten year cycle for interior paint jobs and on a five year cycle for exterior painting. The criteria used for scheduling locations for the work was based on site inspections, age of building, time since last painted.

The revised schedule listed to the year 2000 if approved would complete the ten year cycle.

Proposed Scheduled Painting Program - 1995

Parkview	I/E	80,000
A. M. Cunningham	I	25,000
Red Hill	I	26,000
Sanford	I	90,000
G. R. Allan	I	41,000
W. H. Ballard	I	50,000
TOTAL		**312,000**

1996 - Painting Schedule

Sir A. MacNab	I	125,000
Westdale	E	47,000
Memorial	E	17,000
Ade. Hoodless	E	13,000
Bennetto	E	5,000
Fairfield	E	7,000
Gibson	E	10,000
Hillcrest	E	10,000
TOTAL		**234,000**

1997 - Painting Schedule

Lloyd George	E (part)	8,000
Prince of Wales	E (part)	3,000
Roxborough Park	I/E	15,000
Norwood Park	I	26,000
Dalewood	I	42,000
R. A. Riddell	I	30,000
Briarwood	E	13,000
Sir W. Churchill	E	16,000
Strathcona	E	3,000
Cardinal Heights	E	4,000
Eastmount Park	E	3,000
G. P. Vanier	E	8,000
Highview	E	5,000
Sir Isaac Brock	I	17,000
Hess Street	I/E	31,000
TOTAL		**224,000**

1998 - Painting Schedule

Sherwood	I/E	145,000
Glen Echo	E	6,000
Highview	E	10,000
Mountview	E	5,000
Parkdale	E	9,000
P. Johnson	I/E	29,000
Sherwood Heights	E	5,000
Tweedsmuir	I/E	46,000
Centennial	I/E	45,000
TOTAL		**300,000**

1999 - Painting Schedule

Dr. J. Edgar Davey	I/E	35,000
Glen Brae	I/E	34,000
James MacDonald	I	18,000
Westwood	I	22,000
Queen Victoria	I	20,000
C. B. Stirling	E	9,000
Centennial	E	10,000
Linden Park	E	6,000
Lisgar	E	7,000
Parkdale	E	8,000
Viscount Montgomery	E	10,000
Dundurn	E	8,000
Thornbrae	I	16,000
Westview	I	26,000
Sherwood Heights	I	17,000
Strathcona	I	18,000
Central	E	5,000
Delta	E	36,000
G. L. Armstrong	E	11,000
G. R. Allan		8,000
James MacDonald		5000
TOTAL		**329,000**

2000 - Painting Schedule

Briarwood	I	48,000
Eastmount Park	E	5,000
Fernwood Park	I/E	19,000
Peace Memorial	E	9,000
Bennetto	I	30,000
Burkholder	I/E	28,000
Cardinal Heights	E	7,000
Fairfield	I	21,000
G. P. Vanier	I	54,000
Hillcrest	I	33,000
Parkdale	I	29,000
Prince of Wales	I	50,000
TOTAL		**333,000**

ROOFING PROGRAM

The Plant Department established a comprehensive major roofing repair and replacement program in 1989 to correct the state of general disrepair and obsolescence of roofs in our system. It is important that this work be done as soon as possible, not only for roof replacement purposes, but also to protect other building interior elements including insulation, lighting, and ceilings. Because of budget restrictions, it has been necessary to defer portions of this work.

The Canada Ontario Infrastructure Works Program has provided a way to increase the financial support given to this necessary program. Over the past year Roofing Consultants have been reviewing the condition of all of our roofs. This process is taking considerable time as the condition of the roof and the structural elements associated with roofs are being examined. If the goal to correct the general state of our roofs is to be realized it is estimated that at a least a million dollars must be allocated annually to achieve this goal in reasonable time and to insure proper protection of our buildings.

The proposed schedule for 1995, 1996 and 1997 is detailed. A more comprehensive report is planned upon the completion of the review.

Proposed Schedule for 1995

G. L. Armstrong (Ph I of II) **	110,000
Woodward Avenue (All) **	185,000
Franklin Road (Ph I of II) **	185,000
King George (All) **	240,000
Stinson Street (Ph I of II)	205,000
Sir John A. Macdonald (Ph II of III)	170,000
TOTAL	**1,130,000**

** - projects confirmed funding by COIW

Proposed Schedule for 1996

Robert Land (All)	180,000
Gibson (All)	255,000
Adelaide Hoodless (Ph I of III)	85,000
Centennial (Ph I of III)	85,000
Queen Victoria (Ph I of III)	80,000
Glendale (Ph I of III) *	300,000
Hill Park (Ph I of III) *	210,000
Parkview (Ph I of II) *	120,000
TOTAL	**1,315,000**

* - projects proposed funding by COIW

Proposed Schedule for 1997

Roxborough Park (All)	315,000
Lawfield	100,000
Westwood (All)	245,000
Memorial	95,000
Sanford Avenue	20,000
Eastmount Park	295,000
Peace Memorial	55,000
Chedoke (All)	220,000
TOTAL	**1,345,000**

PORTABLE CLASSROOM LOCATIONS EFFECTIVE SEPTEMBER, 1994

A. M. Cunningham	No. 58, 113	2
Barton	No. 147, 148	2
Bennetto	No. 87, 98, 123	3
Buchanan Park	No. 71, 88	2
Burkholder	No. 108, 109, 144	3
C. B. Stirling*	No. 3, 8, 67, 79, 80, 81, 82, 91, 92, 93	10
Cardinal Heights	No. 135, 136, 137	3
Central	No. 129	1
Comley	No. 42	1
Dalewood	No. 124, 142	2
220 Dundurn	No. 22, 38	2
G. L. Armstrong	No. 131	1
G. R. Allan (Outdoor Education)	No. 2, 55, 59, 73, 94	5
Glen Echo	No. 130	1
Glendale Secondary	No. 31, 83, 127	3
Hill Park	No. 116, 149	2
Lake Avenue	No. 61, 62, 117, 118	4
Lawfield	No. 114, 122, 145	3
Lincoln M. Alexander	No. 146	1
Mountview	No. 68, 141	2
Norwood Park	No. 110, 111, 119, 120, 132	5
Outdoor Education (Christie's Dam)	No. 45, 54, 65	3
Pauline Johnson	No. 50, 76, 77, 78, 115	5
Prince Philip	No. 143	1
R. A. Riddell*	No. 51, 52, 75, 96, 97, 100, 101, 102, 103	9
Red Hill	No. 57	1
Richard Beasley	No. 139, 140	2
Roxborough Park	No. 70	1
Ryckman's Corners	No. 90, 99	2
Ryerson	No. 95, 128	2
Sir Isaac Brock	No. 126	1
Thornbrae	No. 72, 85, 86, 104, 105, 106, 138	7
Vern Ames	No. 121	1
Vincent Massey	No. 17, 40, 48, 53	4
Westview	No. 84, 107, 133	3
Woodward	No. 74, 89, 112, 125	4
Westwood	No. 134, 150	2
TOTAL PORTABLES		**106**
STANDARD CLASSROOMS		**102**
DOUBLES JOINED FOR PLAYROOMS		**4**

* Portables 3 and 67, 51 and 52 are twinned

NEW PORTABLES PURCHASED FOR 1994

Ryerson		1
Ridgemount		1

ASBESTOS PROGRAM

Asbestos in Schools/Buildings

The Board has completed the inventory process for all buildings in our system. This data which identifies the specific location and type of asbestos, has been distributed and is on file in each school. The long range program has been extended to further reduce exposure to asbestos and continue with daily asbestos maintanance repair to meet the requirements of the Boards Management Plan filed with the Ministry of Labour.

Proposed Asbestos Repair and Removal Schedule 1995 to 1999

(1) The following schedules do not include allowance for asbestos work which may be required on major renovations, major roofing, additions or boiler replacements.

(2) All monies spent for asbestos abatement is partially funded by grants.

YEAR	SCHOOL	AMOUNT
1995	Sir Allan MacNab	20,000
	James MacDonald	150,000
	Thornbrae	20,000
	Unidentified Elementary	160,000
	Unidentified Secondary	170,000
	Disposal	80,000
	TOTAL	**600,000**
1996	Barton	20,000
	Hess Street	150,000
	Thornbrae	20,000
	Unidentified Elementary	170,000
	Unidentified Secondary	180,000
	Disposal	80,000
	TOTAL	**620,000**
1997	Sherwood	20,000
	Lawfield	90,000
	Ridgemount	80,000
	Unidentified Elementary	180,000
	Unidentified Secondary	200,000
	Disposal	80,000
	TOTAL	**650,000**
1998	Ryckmans Corners	40,000
	Education Centre	10,000
	Pauline Johnson	10,000
	Buchanan Park	10,000
	Parkdale	20,000
	Scott Park	100,000
	Unidentified Elementary	180,000
	Unidentified Secondary	200,000
	Disposal	80,000
	TOTAL	**650,000**
1999	Scott Park	70,000
	Hess Street	120,000
	Unidentified Elementary	180,000
	Unidentified Secondary	200,000
	Disposal	80,000
	TOTAL	**650,000**

Brick replacement and mortar joint repointing is necessary in many of our older buildings in order to prevent cracking, crumbling and spalling of building walls and chimneys. In several of the locations proposed brickwork has deteriorated to the point where it is a potential safety concern as deteriorated bricks, blocks, concrete caps, may fall. It is, therefore, proposed to commence a program of repairs and restoration as outlined below.

1995

LOCATION	EST. COST
Sherwood	50,000
Adelaide Hoodless	20,000
Westmount	85,000
Buchanan Park	35,000
Queensdale	15,000
Gibson	30,000
TOTAL	**235,000**

1996

LOCATION	EST. COST
Westwood	50,000
A. M. Cunningham	10,000
Delta	80,000
G. P. Vanier	25,000
Franklin Road	15,000
Prince Philip	10,000
Sir Isaac Brock	20,000
James Macdonald	15,000
Mountview	15,000
TOTAL	**240,000**

1997

LOCATION	EST. COST
Peace Memorial	10,000
Dalewood	20,000
King George	20,000
Rosedale	5,000
Vis. Montgomery	5,000
Woodward	5,000
Sir Allan MacNab	30,000
Chedoke	5,000
Norwood Park	10,000
Ridgemount	15,000
Seneca	5,000
Barton	10,000
TOTAL	**140,000**

1998

LOCATION	EST. COST
Allenby	3,000
Centennial	3,000
Central	10,000
Tweedsmuir	5,000
Prince of Wales	20,000
Stinson Street	30,000
Elizabeth Bagshaw	20,000
R. A. Riddell	10,000
Ryckman's Corners	10,000
Glendale	10,000
TOTAL	**121,000**

1999

LOCATION	EST. COST
Glen Brae	3,000
Glen Echo	4,000
Red Hill	4,000
Hill Park	20,000
Burkholder	2,000
Cardinal Heights	4,000
C. B. Stirling	7,000
Fernwood Park	5,000
Hampton Heights	10,000
Huntington Park	7,000
Linden Park	4,000
Lisgar	8,000
Pauline Johnson	30,000
TOTAL	**108,000**

2000

LOCATION	EST. COST
Scott Park	30,000
TOTAL	**30,000**

ASPHALT & CONCRETE MAJOR REPAIR PROGRAM

Asphalt surfaces and concrete walkways, steps, stairs and walls throughout our system are in extensive need of major repairs. Many of these surfaces have deteriorated to the point where they are potential safety hazards to those using the Board's buildings and grounds. To this time repairs have been undertaken on a sporadic basis, usually only in response to a critical safety concern. It is suggested that it is necessary to commence on a planned program of addressing these concerns so that not only will the areas be made safe but also the appearance of the Board's property will be enhanced and it will be possible in the future to maintain a preventative maintenance program.

Approximately 20% of the asphalt surface areas proposed are in or around school parking lots and 80% in playground surfaces.

1995

LOCATION	EST. COST
W. H. Ballard	60,000
Central	101,000
Woodward	44,000
Stinson Street	100,000
Franklin Road	90,000
TOTAL	**395,000**

1996

LOCATION	EST. COST
Ryckman's Corners	44,000
Dalewood	150,000
Parkdale	98,000
Rosedale	54,000
Westmount	28,000
TOTAL	**374,000**

1997

LOCATION	EST. COST
Lawfield	97,000
Westdale	129,000
King George	50,000
Hampton Heights	91,000
TOTAL	**367,000**

1998

LOCATION	EST. COST
G. R. Allan	109,000
Glendale	21,000
C. B. Stirling	33,000
Delta	204,000
TOTAL	**367,000**

1999

LOCATION	EST. COST
Barton	186,000
Cardinal Heights	54,000
Prince Philip	79,000
A. M. Cunningham	94,000
James MacDonald	31,000
TOTAL	**444,000**

2000

LOCATION	EST. COST
Vis. Montgomery	40,000
Allenby	50,000
Memorial	150,000
Barton	155,000
Holbrook	15,000
TOTAL	**410,000**

LIGHTING ENERGY REDUCTION PROGRAM

Since the introduction of the Lighting Energy Reduction Program in 1993 there have been many changes to the operations in the Plant Department. Specifically the Minor Electrical Repair Program that came out of the Contracting In Committee under the C.U.P.E. Collective Agreement. Our Caretaking Staff are now trained to replace fluorescent ballasts in their schools. This has meant significant changes to the Lighting Energy Reduction Program.

The original Energy Program called for all of the existing fluorescent 40 watt tubes to be replaced with 34 watt tubes. As a result of the Minor Electrical Repair Program changes the light fixtures are now being retrofitted with energy efficient T8 ballasts and 32 watt tubes. Each light fixture that is retrofitted results in a 30% to 40% reduction in energy used by that fixture.

Two schools have been retrofitted to date, Chedoke and Ryerson. The reason these two schools were chosen first was that the existing ballasts were leaking and the possibility of PCB contamination existed. The work in these schools has resulted in a 15% to 20% reduction in total energy costs for the school. (It is still early to have accurate reduction numbers).

The Board's electric bill was 3.4 million in 1993. Sixty percent of this is for lighting. It is estimated that when completed, the revised Lighting Energy Reduction Program will result in a 30% to 40% reduction in lighting consumption (15% to 20% of the entire bill), or an annual savings of $600,000. The cost of this work would be 3 million, giving a payback of 5 years. If electric rates increase the payback will be sooner.

With this success the program described in the 1993 Accommodation Report is being updated . The revised program shall include the work that can be done by our own forces (the retrofit of T8's).

ANNUAL PROGRAM	
1995	$500,000
1996	$500,000
1997	$500,000
1998	$500,000
1999	$500,000

The revised list of schools will be decided based on proximity to asbestos ceiling tiles, PCB ballasts, and energy consumption.

WINDOW REPLACEMENT PROGRAM

A number of schools experience difficulty heating classrooms. Listed below are schools that have loose fitting windows with low insulating value. Replacement windows will be thermopane and fixed panels will have an R value of 21. In preparation for the support that may be available in the proposed Facilities Renewal Program and the estimated savings possible through the Lighting Energy Reduction Program the following tentative window replacement schedule is introduced for consideration.

It is proposed that consideration be given to this program during Budget Review in connection with the details of Facilities Renewal and the revised Lighting Energy Reduction Program.

REPLACEMENT SCHEDULE	SCHOOL	WINDOW AREA SF	INSTALLED REPLACEMENT WINDOW COST	1993 ANNUAL HEATING COST	ESTIMATED HEATING SAVINGS
1995	Burkholder	5360	192,800	14,550	6,290
1996	Ridgemount	5544	198,000	12,534	5,418
1997	Roxborough Park	2618	95,660	14,722	3,322
1997	Holbrook	2548	91,000	11,516	2,600
1997	Norwood Park	3344	148,320	19,987	5,032
1998	Barton	15,904	568,000	43,199	15,450
1999	Westmount	16,492	588,000	52,817	18,890

CAPITAL FINANCING

CAPITAL FINANCING

The Ministry of Education and Training provides capital loans on approved projects only. The Accommodation Report is the first stage in the process. The next requirement is the filing of a Multi-Year Capital Expenditure Forecast in the fall. Based on that submission and subsequent analysis the Ministry of Education and Training will announce the approved projects for the funding period 1996 - 2000. The time frame to open a school, from initial proposal to completion, emphasizes the need to develop a long range approach to planning for accommodation issues.

There are a number of funding alternatives available to our Board to finance the local share of the cost of construction, alterations and renovations of its physical facilities. These include the Revenue Fund Budget, Capital Reserves and Debentures.

Projects financed through the Revenue Fund Budget are included under expenditure classifications such as Capital from Current and Permanent Improvements, and are approved annually as part of the Budget Review process. These projects are paid for directly through the educational mill rate in the year the project is undertaken, or as expenditures are incurred.

A second option available is the use of Capital Reserve Funds. These funds have been built up through annual transfers from the Revenue Fund budgets, the sale of properties, net rental income and investment interest earned. Projects financed from these reserves are not covered by the Revenue Fund budget motions, and require separate approvals, similar to a project to be financed through debentures. The balance as of December 31, 1993 in the Capital Reserve Fund was $1,175,000. The Capital Reserve Funds should be sufficient to allow for unforeseen capital requirements without having to go through the approval process required to issue debentures.

When debentures are issued to finance a project, funds to pay the debt charges are raised through subsequent Revenue Fund budgets. Debentures are approved by the Ontario Municipal Board and issued through the Regional Municipality of Hamilton-Wentworth.

In determining which funding option to recommend, the cost and nature of a project are considered as well as the number of projects to be financed.

Portables, roof repairs, boiler replacements and dust collection systems have traditionally been funded from the Revenue Fund budget.

Capital Reserve Funds and debentures have been used for major capital projects. Recommendations regarding the use of Capital Reserve Funds versus debentures would be based on the long range forecast of major capital projects and the availability of Capital Reserve Funds. These two sources of funding would likely be used for the Canada-Ontario Infrastructure Works Program.

TO: The Chairman and Members of
The Operations and Finance Committee
1993-12-07

FROM: Paul E. Shewfelt, Superintendent of Finance and Treasurer
Irene Polidori, Manager, Financial Services

RE: **Capital Loan Program for Capital Project Financing**

REPORT: For Information

BACKGROUND:

Capital projects are submitted and approved in the following manner:

(a) Application - projects are identified on the Capital Expenditure Multi-Year Forecast (no change)

(b) Approval - projects are reviewed by region and on a province wide basis by the Ministry of Education and Training (M.E.T.) for approval (no change)

(c) Financing - for approved projects, financing has two parts:
(a) local share which may be funded through the mill rate, reserves or debentures (no change)
(b) provincial share which is to change from a "capital grant method" to "capital loan funding"

Provincial Share - Current (Capital Grant Method)

The Board must advise the M.E.T. of the actual cost of the project and submit supporting documentation, including a direct capital claim form, as required. For a large capital project such as the construction of a school, the Board applies for funding during the construction phase of the project. For smaller projects, such as asbestos encapsulation and removal, the application is made at the end of the project.

Prior to April 1, 1993, the M.E.T. would advance these funds by way of grants. In this way, grants were received as expenditures were incurred. This method of funding was prone to budget cuts by the province. Also capital expenditures/grants were incurred in one year which did not match the serviceable life of the project.

Provincial Share - Proposed (Capital Loan Funding)

To address these issues, the M.E.T. will receive approval to fund the capital projects through the Ontario Financing Authority (OFA), a new crown corporation which will provide the treasury function for the Province of Ontario. The M.E.T. effectively has removed capital expenditures from its budget and replaced them with general legislative grant payments. Bill 17, the Capital Investment Plan Act 1993, received royal assent on November 15, 1993 to permit these changes.

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Provincial Share - Proposed (Capital Loan Funding) cont'd

The Board will be required to submit direct capital claim forms for approved capital projects to the Ministry who will, once the amount is approved, send the documents to the OFA. The OFA will then advance the funds to the Board by way of a "loan". At March 31 of each year, all such loans received during the previous 12 months by the Board, including accrued interest, will be converted into "debentures" having a term of twenty years and will be subject to interest charges at a rate based on the average borrowing costs incurred by the OFA for that year. Semi-annual payments will be required and will be repaid by pre-authorized debit transfer from the Board's bank account directly to the OFA in April and October.

The Ministry will repay the debenture through general legislative grants equal to the interest and principal payment required by the OFA. The funds will be advanced by direct deposit to the Board's bank account on the same day the payment is made to the OFA.

Benefits cited by the Ministry are:

* matching of expenditures to the useful life of the asset

* ability to protect capital commitments in years of fiscal constraint as only principal and interest payments are required

* adoption of the same system that other provinces are using which will make for better interprovincial comparisons

Implications to the Board are:

* the Board must sign a debenture agreement in February of each year for capital loan advances made in the previous 12 months

* the Board must make provision for interest and principal repayments and a similar grant recognition in its budget each year for the term of the debentures

* for financial reporting purposes, the Board will show a loan payable to the OFA on its balance sheet at December 31 of each year for capital loan advances received in the current year and a debenture payable to the OFA for those advances received in the previous year

* the grants for the interest and principal repayments will have to be in place for twenty years, which may be difficult depending upon future economic conditions in Ontario.

...3

1995 CAPITAL EXPENDITURE FORECAST

BLENDED PROJECTS

Date: November 30, 1994

Ministry of Education and Training
Board Projects Ranking

Board: HAMILTON

Section: G

Board Number: 64319

Brd Pri	Name of Project / Location	School Project	Port Num	Class	1995	1996	1997	1998	1999	Local Share	Financing
1	Queen Mary PS 1292 Cannon Street East Hamilton MIDENT: 464430 YEAR: 1914 TYPE: E	925.0 0.0	0	C1	11,500,000	0	0	0	0	3,830,000	Debentures
2	Ryerson Sr Robinson Street MIDENT: 495379 YEAR: 1969 TYPE: E	542.5 140.0	2	A2	0	1,000,000	0	0	0	500,000	Debentures
3	Consolidation of Caledon and Crestwood Caledon and Crestwood Campuses MIDENT: 897957 YEAR: 1968 TYPE: S	316.0 0.0	0	B1	3,800,000	0	0	0	0	1,270,000	Debentures
4	Hill Park Renovations - Phase III of III 465 East 16th Street MIDENT: 916722 YEAR: 1954 TYPE: S	1580.0 0.0	0	D2	1,500,000	0	0	0	0	500,000	Debentures
5	Central School Renovations - Phase I of I 75 Hunter Street West MIDENT: 091723 YEAR: 1851 TYPE: E	130.0 0.0	1	D2	600,000	0	0	0	0	200,000	Debentures
6	Barton Renovations - Phase I,II,III 75 Palmer Road MIDENT: 893455 YEAR: 1960 TYPE: S	1500.0 0.0	0	D2	0	1,500,000	1,500,000	1,500,000	0	1,500,000	Debentures
7	Queensdale School - Interior Renovations 67 Queensdale Road East MIDENT: 466387 YEAR: 1948 TYPE: E	351.0 0.0	0	D2	0	0	450,000	0	0	150,000	Debentures
8	C.B. Stirling - New Gymnasium 340 Queen Victoria Drive MIDENT: 089257 YEAR: 1977 TYPE: E	661.0 0.0	0	D2	0	0	1,000,000	0	0	330,000	Debentures
	TOTAL				17,400,000	2,500,000	2,950,000	1,500,000	0	8,280,000	
					1995	1996	1997	1998	1999	Local Share	

Signature

1995 CAPITAL EXPENDITURE FORECAST

BLENDED PROJECTS

Date: November 30, 1994

Ministry of Education and Training
Board Projects Ranking

Board: HAMILTON

Section: G

Board Number: 64319

Brd Pri	Name of Project / Location	School Project	Port Num	Class	1995	1996	1997	1998	1999	Local Share	Financing
9	Chedoke - New Gymnasium 500 Bendamere Avenue MIDENT: 105503 YEAR: 1957 TYPE: E	763.0 0.0	0	C2	0	0	0	1,000,000	0	330,000	Curr. Levy
10	New Middle School - Block 87 Brigade Drive - Block 87 MIDENT: 000000 YEAR: 0 TYPE: E	0.0 479.0	0	A1	8,000,000	0	0	0	0	4,000,000	Debentures
11	New Junior Elementary School - Block 90 Templemead Avenue - Block 90 MIDENT: 000000 YEAR: 0 TYPE: E	0.0 398.0	0	A1	6,000,000	0	0	0	0	3,000,000	Debentures
12	New Middle School - James MacDonald Chester Avenue - James MacDonald MIDENT: 000000 YEAR: 0 TYPE: E	0.0 479.0	0	A1	0	6,000,000	0	0	0	3,000,000	Debentures
13	New Junior Elementary School - Block 89 Brenda Street - Block 89 MIDENT: 000000 YEAR: 0 TYPE: E	0.0 398.0	0	A1	0	0	6,000,000	0	0	3,000,000	Debentures
*	Glendale Renovations - Phase I,II,III 145 Rainbow Drive MIDENT: 913081 YEAR: 1960 TYPE: S Note: Glendale is one of C.O.I.W. Projects	1570.0 0.0	3	D2	1,550,000	2,000,000	1,500,000	0	0	1,670,000	Debentures
	TOTAL				32,950,000	10,500,000	10,450,000	2,500,000	0	23,280,000	
					1995	1996	1997	1998	1999	Local Share	

Signature

1995 CAPITAL EXPENDITURE FORECAST

FACILITIES RENEWAL

Date: November 30, 1994

Ministry of Education and Training
Board Projects Ranking - Facilities Renewal

Section: G

Board Number: 64319

Board: HAMILTON

Brd Pri	Name of Project / Location	School Project	Port Num	Class	1995	1996	1997	1998	1999	Local Share	Financing
1	Boiler Replacement Various Locations MIDENT: 000000 YEAR: 0 TYPE: E/S	0.0 0.0	0	G2	420,000	440,000	600,000	300,000	0	590,000	Curr. Levy
2	Roof Replacement Various Locations MIDENT: 000000 YEAR: 0 TYPE: E/S	0.0 0.0	0	G1	1,130,000	1,315,000	1,345,000	0	0	1,260,000	Curr. Levy
3	Masonry Repair and Restoration Various Locations MIDENT: 000000 YEAR: 0 TYPE: E/S	0.0 0.0	0	G1	235,000	240,000	140,000	121,000	108,000	280,000	Curr. Levy
4	Asphalt and Concrete Replacement Various Locations MIDENT: 000000 YEAR: 0 TYPE: E/S	0.0 0.0	0	D2	395,000	374,000	367,000	367,000	444,000	650,000	Curr. Levy
5	Lighting Energy Reduction Various Locations MIDENT: 000000 YEAR: 0 TYPE: E/S	0.0 0.0	0	G3	500,000	500,000	500,000	500,000	500,000	830,000	Curr. Levy
6	Asbestos Repair and Removal Various Locations MIDENT: 000000 YEAR: 0 TYPE: E/S	0.0 0.0	0	D4	600,000	620,000	650,000	650,000	650,000	1,060,000	Curr. Levy
7	Painting Program Various Locations MIDENT: 000000 YEAR: 0 TYPE: E/S	0.0 0.0	0	D2	312,000	234,000	224,000	300,000	329,000	470,000	Curr. Levy
8	Hillsdale School Eastwood Street MIDENT: 259136 YEAR: 1971 TYPE: E/S	463.0 0.0	0	F	300,000	0	0	0	0	100,000	Curr. Levy
9	Window Replacement Various Locations MIDENT: 000000 YEAR: 0 TYPE: E/S	0.0 0.0	0	G2	192,800	198,000	334,980	568,000	588,000	630,000	Curr. Levy
	TOTAL				4,084,800	3,921,000	4,160,980	2,806,000	2,619,000	5,870,000	
					1995	1996	1997	1998	1999	Local Share	

Signature

APPENDIX C

FACILITIES RENEWAL PROGRAM

The following is a copy of the Preliminary Information received from the Ministry of Education and Training about the Facilities Renewal Program.

This program is in its final stages of development. Details given below are based on concepts discussed at a consultation session held at Mowat with representatives of major stakeholder groups on August 25th, 1994.

The DRAFT Program involves:

- replacing the renewal program for existing facilities that was previously funded through the Non-Growth section of the Capital Expenditure Forecast process.
- an allocation that will include a baseline, uniform grant of $xxx,xxx, plus a sum to be determined by formula. It is hoped that this process will occur on a regular basis.
- boards setting their own priorities, as they direct the allocation to maintaining aged (>20 yrs) stock.
- variables that determine the formula might include:
  - age of facilities - enrolment - floor space
  - no. of schools - location
- the definition of maintenance including:
  - keeping fabric and structure in good repair
  - replacing electrical and mechanical systems
  - improving energy efficiencies
  - enhancing program delivery
  - ensuring barrier-free access
- administration complying with the usual constraints of the Capital Grant Plan, the competitive tendering process, Regional Office confirmation, progress reports, and final reports on actual expenditures.
- the understanding that this program is a supplement to and not a replacement of existing maintenance programs; the expectation is that boards will prove that this is so.

1994 12 06.

TO: The Chairman and Members
Operations and Finance Committee

FROM: Rick Binns, Superintendent of Human Resources

RE: Education Centre Parking Lot and Security of all Board Sites

REPORT: Decision

BACKGROUND:

Over the past several years discussions have taken place regarding the Education Centre parking lot and security of all Board sites including security of the Education Centre.

Discussions regarding the Education Centre parking lot have been underway since 1990. In 1992, the Trustees asked for a report that identified the problems associated with the parking lot and recommendations for change.

Under the direction of the Superintendent of Human Resources, a committee was established in April, 1994 to review the parking lot and submit recommendations to Senior Management. A number of options have been considered such as:

1. To contract with a different operator for the management of the parking lot.
2. Board to take over the operation of the parking lot.
3. Install a mechanized system and eliminate the kiosk at the entrance of the lot.

Consensus from the committee indicated that Option 3 was the recommendation that provided the most effective service and a net savings to the Board. The parking lot committee continues to meet to discuss ongoing concerns regarding "who" can park on the lot.

Discussions on the security of all Board sites including the Education Centre have been underway since 1992. Administration has become increasingly concerned about the numerous thefts specifically within the Education Centre, be it equipment, wallets or clothing.

A number of unauthorized individuals have been found in the Education Centre after hours and on weekends. Recently a vagrant was found sleeping in the lower level women's washroom.

In order to stabilize the traffic flow at the Education Centre and to enhance the security of all Board sites, the recommendation before the Trustees is to install appropriate mechanical devices and electronic technology.

ISSUE:

To install appropriate mechanical devices and electronic technology to allow for controlled access to the Education Centre parking lot, improved security at the Education Centre and enhanced security for all Board sites.

RECOMMENDATIONS:

1. That the Board install mechanical parking gates with electronic card access at the Education Centre effective 1995 01 01.

2. a) That the Board install an electronic card access system at the Education Centre at the King Street access (rear entrance) effective 1995 01 01.

   b) That the current security system at the Education Centre be modified to monitor exterior doors, no heat signal and fire alarms effective 1995 01 01.

   c) That a closed circuit television system be installed throughout the Education Centre effective 1995 01 01.

3. That the Violin Programme be transferred to another Board site effective 1995 01 01.

4. That closed circuit television cameras be installed at Sanford Avenue Elementary School to enhance the perimeter security effective 1995 01 01.

5. That security monitoring of all Board sites be transferred to a security monitoring company effective 1995 01 01.

RATIONALE:

The Canadian Corps of Commissionaires currently staff the parking lots at the Education Centre and Sanford Avenue School, and maintain security at the Education Centre and 220 Dundurn. The services to date by the Canadian Commissionaires has been exemplary, however, under current economic conditions it is imperative to investigate means of providing the same or enhanced services at a cost reduction to the Board.

The following rationale is presented to the Trustees as support for the recommendations in this report:

1. Installation of mechanized parking gates installed on the Education Centre parking lot will provide an effective control of traffic flow as well as producing a cost savings to the Board.

2. (a) With the increasing thefts in the Education Centre it is apparent that the current security requires enhancement. The installation of an electronic card access system into the Education Centre will regulate after hours access as well as provide an electronic log of persons entering the building.

   (b) Modification of the current security system will improve the overall security of the building.

   (c) Installation of a closed circuit television system throughout the building will provide twenty-four hour protection against thefts and unauthorized personnel entering the building.

3. Currently the Violin Programme meets on Saturday mornings between the hours of 8:00 a.m. to 12:00 a.m. in the lower level of the Education Centre. There are currently programs in place on the same day and time in nearby schools. To transfer this program to another site will not require any additional staffing.

4. With the added uses of the Sanford Avenue Building (i.e. Meeting Rooms, Federation Offices) the parking lot traffic is such that Sanford staff often cannot park on the lot. In addition, there have been numerous vehicles vandalized and/or stolen. For this reason, on an as needed basis, the parking lot has been staffed. With proper signage, the traffic can be regulated in the parking lot. Installation of security cameras on the parking lot and perimeter of the building will provide twenty-four hour security.

5. The security of all Board sites is monitored from the Education Centre. The reliability of the current equipment is deteriorating and in addition there is no back-up system. This system needs to be replaced or the operation transferred to a Monitoring Company. Transferring to a Monitoring Company has many advantages. Monitoring Companies have completely automated systems (the Board's is currently manual) that will improve response time, missed closures etc. Transferring to a Monitoring Company also will show a permanent cost reduction to the Board.

The approval of these recommendations will result in a net annual savings to the Board of approximately $95,000 commencing in the second year of operation over the current expenditures. The initial set-up cost in the first year will result in an expenditure of $111,000, of which approximately $61,000 is required to be spent in 1994.

Prepared by: Deborah Russon, Manager Employee Relations
Keith Seguin, Staff Assistant - Electrical
Denver Haynes, Manager Administrative Services

Ontario

Ministry of Education and Training
Ministère de l'Éducation et de la Formation

Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2
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Minister Ministre

Don W. Goodridge
Director of Education and Secretary
The Board of Education
for the City of Hamilton
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Dear Don Goodridge:

Thank you for your letter regarding the third level guarantee for pooling for 1992. I apologize for the delay in responding.

Your description of the process for calculation of the loss in tax revenue due to the effects of pooling was quite thorough. Although we continue to have some concern about the amount of un-designated commercial and industrial properties supporting the separate school system in 1989 (but that underwent name changes, physically moved or went bankrupt in 1990) we do concur that the associated dollar value based on your analysis would probably be quite small. Consequently, we accept your calculation for the loss in commercial and industrial assessment. Ministry staff from the Capital and Operating Grants Administration Team advise that the grant reimbursement ratio to be used in the calculation needs to be finalized based on actual data. I asked them to contact you to work out the details of your 1992 third level guarantee.

Thank you for bringing this matter to my attention.

Sincerely,

Dave Cooke,
Minister
M.P.P., Windsor-Riverside

REPORT OF THE TRANSPORTATION COMMITTEE

Present: Trustees Lowe (Chairman), Cunningham, Desmarais and Allen.
Also Present: Trustees Hill, Mulholland and Stewart.
Officials Present:
D. Goodridge, Director of Education and Secretary
P. Shewfelt, Superintendent of Finance and Treasurer
P. Gillie, Superintendent - Administrative and Operational Services
G. Rutledge, Controller
L. Dixon, Manager, Technical Services

The Committee recommends:

GENERAL

1. That the Report regarding the Joint Transportation Project be received for information and the following recommendations approved:

a) That the Board participate in the Joint Transportation Project to implement a computerized routing and scheduling system.

b) That the Superintendent of Finance and Treasurer proceed to finalize the details of the joint contract.

c) That the Director correspond with the Hamilton-Wentworth Roman Catholic Separate School Board to determine the implementation date for shared occupancy.

d) That a progress report be provided in November, 1995.

Respectfully submitted

Committee Room,
1994 11 29

M. LOWE
Chairman

Hamilton Board of Education
Education Centre
1994 12 06

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

E L E M E N T A R Y / S E C O N D A R Y

(a) That the following trip requests be approved:

i) Adelaide Hoodless, Grades 6-8, Camp Wanakita, Haliburton, 1995 01 22-25 (Sunday to Wednesday)

ii) Adelaide Hoodless, Grades 6-8, Camp Wanakita, Haliburton, 1995 06 14-17 (Wednesday to Saturday)

iii) Dalewood, Grade 7, Camp Wanakita, Haliburton, 1995 01 08-11 (Sunday to Wednesday)

iv) G. L. Armstrong, Grade 8, Parliament Buildings, etc., Ottawa, 1995 05 24-26 (Wednesday to Friday)

v) Hillcrest, Grade 8, French Canadian Culture in Quebec City, Quebec, 1995 05 30-06 02 (Tuesday to Friday)

vi) Lawfield, Grade 8, French Canadian Culture in Quebec City, Quebec, 1995 05 09-12 (Tuesday to Friday)

(vii) Ryerson, Grade 8, Camp Kilcoo, Haliburton area, 1995 05 09-12 (Tuesday to Friday)

viii) Barton, Grades 9-OAC, Ski Meet, Hardwood Hills, Barrie area, 1995 01 05 (Thursday)

ix) Barton, Grades 9-OAC, Ski Meet, Hardwood Hills, Barrie area, 1995 01 11 (Wednesday)

x) Barton, Grades 9-OAC, Ski Meet, Orangeville, 1995 02 02 (Thursday)

xi) Barton, Grades 9-OAC, Stratford Festival, Stratford, 1995 05 09 (Tuesday)

xii) Glendale, Grades 9-10, Basketball Tournament, Chatham, 1994 12 16-17 (Friday to Saturday)

xiii) Glendale, Grades 9-10, Basketball Tournament, Windsor, 1995 02 03-05 (Friday to Sunday)

xiv) Hill Park, Grades 9-OAC, Hockey Tournament, London, 1995 01 12-14 (Thursday to Saturday)

xv) Hill Park, Grades 10-OAC, Music Camp, Bolton, 1995 01 27-29 (Friday to Sunday)

xvi) Hill Park, Grades 9-OAC, Skiing, Talisman Resort, Barrie area, 1995 01 06 and 1995 03 03 (Friday(s)

xvii) Sherwood, Grades 10-OAC, Dog Sled Expedition, South River, 1995 01 27-29 (Friday to Sunday)

xviii) Westmount, Grades 11-OAC, Volleyball Tournament, Orillia, 1995 01 06-07 (Friday to Saturday)

xix) Glendale, OAC, Basketball Tournament, Syracuse, N.Y., U.S.A., 1994 12 27-29 (Tuesday to Thursday)

xx) Sherwood, OAC History, Sightseeing Historical Sites, Washington, D.C., U.S.A., 1995 04 26-30 (Wednesday to Sunday)

xxi) Sir Winston Churchill, Grades 9-OAC, Skiing, Kissing Bridge, N.Y., U.S.A., 1995 01 30.

xxii) Westdale, Grades 9-OAC, Heritage Music Festival, Rutherford, New Jersey, U.S.A., 1995 04 20-23 (Thursday to Sunday)

Respectfully submitted,

D. W. Goodridge,
Director of Education
and Secretary

1994 12 06

TO: The Chairman and Members,
Operations and Finance Committee

FROM: D. W. Goodridge,
Director of Education and Secretary of the Board

RE: **Re-Constitution of Ad Hoc Committee**

ELEMENTARY/SECONDARY

BACKGROUND:

NAME SEARCH COMMITTEE - MOUNTAIN SECONDARY SCHOOL:

That the Name Search Committee - Mountain Secondary School be reconstituted for 1995 to consist of five trustees appointed by the Chairman and that the mandate of the Committee be:

a) Report of the Name Search Committee - Mountain Secondary School dated 1994 05 25.

(Referred back to the Committee for further consideration at the 1994 06 Operations and Finance Committee and Board.

URBAN/MUNICIPAL
CA4 ON HBL W26
A34
1994

REVISED
AGENDA
ATIONS AND FINANCE COMMITTEE
1994 10 11

Confirmation of the minutes of the regular meeting of 1994 09 06 and special meetings of 1994 03 28, 1994 03 30, 1994 05 19 and 1994 06 16.

URBAN MUNICIPAL
DEC 15 1994
GOVERNMENT PUBLICATIONS

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Verbal Update re Identification Pilot Project – Roxborough Park School

2. Report from the Officials regarding Site–Based Management **– Pages 1 to 29**

3. Report regarding: [to be deferred to 12.94]
   a) the principle of shared occupancy of student transportation vehicles
   b) progress on implementation of computerized scheduling and bus routing system

4. Verbal Update regarding schools to be sampled – CANCOPY

NEW BUSINESS:

1. Presentation – Black Youth Achievement Centre **Please refer to separate attached package**

2. Presentation – Hamilton Council of Home and School Associations regarding Ontario Parent Councils **Please refer to separate attached package**

3. Report on Freedom of Information Activities 1993/94 (F.O.I.) **– Pages 30 to 32**

4. Public Relations Policy **– Pages 33 to 37**

5. Resolution from Kent County Roman Catholic Separate School Board re Ontario Parent Council – referred at 1994 09 20 Board **– Pages 38 and 39**

6. Report on 1994 Property Assessment Appeals **– Pages 40 and 41**

7. Report re Carry Forward of Surplus/Deficit for Schools **– Pages 41A – 41C**

8. Proforma Budget – Three Year Projection of Expenditures/Revenues **– Pages 42 to 51**

9. Request for Update on Automated Libraries – Trustee Orban

10. Request for Report on Schools Setting Up Reserves – Trustee Stewart

11. Request for Report on the Future of Dundurn Warehouse – Trustee Mulholland

12. Correspondence from the Ontario Public School Boards' Association re Workers' Compensation– requested by Trustee Allen **– Pages 52 to 57**

13. Report of the Special Education Advisory Committee **– Page 58**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education **– Pages 59 to 61**

TO: The Chairman and Members of
Operations and Finance Committee
1994 10 11

FROM: Paul Shewfelt, Superintendent of Finance and Treasurer
Greg Rutledge, Controller

RE: ***Carry Forward of Surplus/Deficit for Schools***

At the **April** meeting of Operations and Finance Committee, the following motion was approved:

> ***"That** the Report regarding Carry Forward of Surplus / Deficit be received for information and the following recommendation deferred to the June, 1994, meeting of the Operations and Finance Committee:*
>
> *(a) That schools be permitted to carry forward their surplus. / deficit into the following school year."*

The April Report is attached (Appendix A) for your information.

At the **June** meeting of Operations and Finance Committee, the following motion was approved:

> ***"That** the Report regarding Carry Forward of Surplus / Deficit for Schools be deferred until the Report of the Budget Presentation and Procedures Committee is presented."*

TO: The Chairman and Members of
Operations and Finance Committee
1994 04 07

FROM: Paul Shewfelt, Superintendent of Finance and Treasurer
Greg Rutledge, Controller

RE: ***Carry Forward of Surplus/Deficit for Schools***

BACKGROUND:

It has been our tradition not to allow schools to carry forward the current year's surpluses/deficits into the following year. This tradition has existed for many years when financial resources were more readily available. Financial restraints that have been and will continue to exist require a different strategy - carry forward of surplus/deficit to make more efficient use of available resources.

Schools are responsible for a broad range of expenditures which are reported on a bi-weekly basis (budget vs. actual) through the Principal Report. These expenditures may be modified over time as more decisions are made at the local level.

The principle of carry forward of surplus/deficit is common among school boards to encourage greater efficiencies and planning.

From a practical standpoint, Senior Management would strongly discourage any deficits. Should they occur, then they would have to be paid for from the following year's allocation.

From a financial perspective, the current year surpluses/deficits for all schools would be rebudgeted in the following year. Please note that no carry forward provision has been made in the 1994 Budget. Our recommendation would be effective for the results of the 1994 fiscal year and impact on the 1995 Budget.

A status report will be presented to the Operations and Finance Committee in April, 1995.

ISSUE:

To determine the position of Trustees on the carry forward of surplus/deficit.

RECOMMENDATION:

That schools be permitted to carry forward their surplus/deficit into the following year.

...2

RATIONALE:

Our recommendation is based on the following:

(a) the awkwardness of the fiscal year (January - December) vs. school year (September - June).

(b) the spending patterns of schools coincide with the school year and the need to co-ordinate school plans with the available financial resources. At present, school plans may bridge two or more fiscal years.

(c) the processing of orders would be more uniform throughout the year and should eliminate the rush at year-end and would encourage more efficient use of existing resources.

(d) resources allocated to the schools would be managed to meet their needs and priorities.

URBAN/MUNICIPAL
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AGENDA

ATIONS AND FINANCE COMMITTEE

1994 11 08

URBAN MUNICIPAL

DEC 15 1994

GOVERNMENT DOCUMENTS

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. Verbal Response from the Officials to Presentation
   - Black Youth Achievement

2. Verbal Response from the Officials to Presentation
   - Home and School Council re Ontario Parent Councils

3. Verbal Report re Implementation of Bill 119 - Tobacco Control Act

4. Proforma Budget - Three Year Projection of Expenditures/ Revenues (deferred at 1994 10 Operations and Finance) - **Pages 1 to 10** - **Added Page 10A**

5. Correspondence from the Ontario Public School Boards' Association re Workers' Compensation (deferred at 1994 10 Operations and Finance) - **Pages 11 to 15** - **Added Page 15A**

NEW BUSINESS:

1. Letter from Scouts Canada re rental rates
   - requested by Trustee Hill - **Pages 16 and 17**

2. Presentation - Scouts Canada and Girl Guides of Canada

3. Presentation - Woodview Children's Centre **Please see attached package**

4. Annual Report on Public Relations Planning - to be deferred to 1995 01 10

5. a) Interim Financial Status Report (as of 1994 09 30) - **Pages 18 to 24**
   b) Future Format of Interim Financial Status Report - **Pages 25 to 48**

6. 1994 Forecast of Expenditures and Revenues - **Pages 49 to 52**

7. Report re Educational Purchasing Group, Hamilton-Wentworth District - **Pages 53 to 60**

8. Request for Update - Technological Renewal Grant - Trustee Hill

9. Report of the AIDS Policy Committee - **Page 61**

10. Report of the Special Education Advisory Committee - **Page 62 to 80**

ELEMENTARY/SECONDARY

BUSINESS ARISING FROM THE MINUTES:

1. Recommendations of the Director of Education - **Pages 81 and 82** - **Added Page 82A**

2. Request for Working Group - Kindergartens
   - Registration and Operation - Trustee Bishop

1994 10 24

	1994	1995	DIFFERENCE
Salaries, Wages & Benefits	$230,913,000	$230,323,000	($590,000)
Fixed Expenditures	24,337,000	27,400,000	3,063,000
Variable Expenditures	19,659,000	20,000,000	341,000
	$274,909,000	$277,723,000	$2,814,000
Social Contract	(5,542,000)	(7,669,000)	(2,127,000)
	$269,367,000	$270,054,000	$687,000

SEP 1 4 1994

Chair Bob Huget, MPP
Standing Committee on Resource Development
Bill 165 - Workers' Compensation Reform
Room 1405
Whitney Block
Queen's Park
Toronto, Ontario
M7A 1A2

Fax: (416) 325-3505

Dear Mr. Bob Huget:

I am writing on behalf of the _____ Board of Education to express our support for the position presented to you on Bill 165 by the Ontario Public School Boards' Association and the Board of Trade for Metropolitan Toronto on August 23, 1994.

The _____ Board of Education is concerned with the financial stability of WCB and the lack of action being taken to control the unfunded liability.

In addition, we have concerns on the following areas:

- the purpose clause needs to be expanded to reflect WCB financial accountability;
- changes to vocational rehabilitation which gives the WCB the power to go to a business at any time to investigate its employment practices;
- the proposal that the government will direct board policy for a year; and
- a bipartite Board of Directors to govern the WCB.

It should be noted by the standing committee that school board experience with bipartite governance has not be either effective or successful, if, you review the experiences with the Workplace Health and Safety Agency.

In conclusion, Bill 165 is financially irresponsible and should be withdrawn immediately.

Yours truly,

cc: The Honourable Bob Rae, MPP
Premier
Province of Ontario
Legislative Building, Room 281
Queen's Park
Toronto, Ontario M7A 1A1

ADDED RECOMMENDATION

(xx) Barton, Grades 9 - OAC, Cross Country Race, Barrie, 1994 12 13 (Monday to Tuesday).

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